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ABSTRACT

To determine the feasibility of establishing model residential vocational schools to serve the needs of disadvantaged youth between the ages of 14 and 21, self evaluation questionnaires and on-site evaluations designed to gain information on organization and administration, instruction, student services, and finances and staff were administered at 13 residential schools across the country. Results support conclusions that residential vocational education is not only desirable but necessary. Generally, residential schools have the typical secondary school commitment to prepare students for traditional postsecondary education. Few students can graduate from this type of school with a readily marketable vocational skill. It was suggested that age 16 should be the lower limit of acceptance rather than 14 and that the school site should be within commuting distance to metropolitan areas. Student selection criteria appeared to be a critical problem area, with schools having no admission policies encountering numerous problems. In addition to study results, position papers by vocational technical education specialists are included. Data tables and the study proposal and questionnaires are appended. (Author/SB)

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FINAL REPORT
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EVALUATION OF RESIDENTIAL SCHOOLS AND THE ESSENTIAL FACTORS WHICH CONTRIBUTE TO THEIR OPERATION

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SUMMARY

Under provisions of a grant from the Department of Health, Education, and Welfare, the Milwaukee Technical College was charged with the responsibility of determining feasibility of establishing model residential vocational schools to serve the needs of disadvantaged youth between the ages of 14 and 21 who could profit from such instruction. These schools would serve the needs of states to give individual students marketable vocational skills and thus satisfy the country's needs for qualified vocational-technical personnel in a variety of fields.

Results of this study were based on an analysis of practices in thirteen residential schools across the country. These schools represented an accumulation of more than 500 years of experience in residential living. Some had a strong vocational training orientation while others were primarily concerned with the typical secondary type of school offerings. Institutions falling in this latter category were included because of valuable experiences they had which would have both indirect and direct application to the structure of a residential vocational school.

The study was designed to evaluate significant aspects of total institutional operations. Evaluations made were always in terms of how adequately each school function fulfilled the objectives.

Two methods of approach to this study were utilized. Initially, a questionnaire was devised allowing information to be gathered from each school in the following four areas:

Organization and Administration

Instruction

Student Services

Finances and Staff

Following receipt of the questionnaires, on-site visitations were made by a team of investigators who covered the four areas of concern described above. Interviews were conducted to find in-depth answers to material contained in the questionnaires and some further questions induced by responses to these forms. All data gathered were interpreted, discussed, and, where possible, expressed in quantified form.

Results support conclusions that residential vocational education is not only desirable, but necessary. There are few schools in the country providing this type of facility. Generally, residential schools have the typical secondary school commitment to prepare students for traditional post-secondary education. Where they offer shop training, it is most frequently of a pre-vocational nature. Few students can graduate from this type of school with a readily marketable vocational skill.

Numerous recommendations were made concerning the manner in which a residential vocational school could operate successfully. It was suggested age 16 should be the lower limit of acceptance for students rather than age 14 provided for in the Act. It was further recommended that the school site be within commuting distance of a metropolitan area and that two adjacent building areas be provided to separate the younger students from the older ones.

Optimum size of the student body was fixed at approximately 1,200 students with the institution being developed in modules of 300. The need for establishing adequate pay ranges was seen as a vital concern and specific needs for staffing were delineated during on-site visits.

A critical finding revolved around the method and machinery for selecting students. Numerous problems were encountered by schools that had no control over admission policies. Where no strong on-campus placement procedures were enforced, the valuable opportunity to make follow-up studies of graduates was lost.

With careful attention to detailed planning, a residential vocational school can become an effective force in filling an existing educational vacuum in our school system. The findings in this study can provide meaningful guide posts to the building of such schools in many parts of this country.

INTRODUCTION

Over a period of years increasing concern for vocational-technical education has been expressed by educators, industrialists, businessmen and laymen. Many segments of the public have questioned the lack of adequate facilities for training noncollege-bound youths in a manner that will enable them to enter the job market on a significant, productive level.

While generalizations are frequently neither valid nor virtuous, it is erring on the conservative side to say the typical high school in this country is oriented in its offerings to the college-bound student. If this type of school offers courses in shop and business areas, they are usually prevocational and job exploratory in nature. The college-oriented high school graduate hopefully leaves with academic tools of the trade which will enable him to succeed at the university level. The noncollege-bound youth is poorly equipped to compete in the job market with semiskilled and skilled workers.

It was concern for this relatively forgotten segment of our population that led Dr. George A. Parkinson of the Milwaukee Technical College to apply for a grant from the United States Department of Health, Education, and Welfare to study the feasibility of establishing a residential vocational school that might serve a broad spectrum of youth.

THE STUDY

In our judgment the best way to determine how functional residential vocational education might be was to draw on the experience of institutions already committed to such education.

A two-pronged approach was utilized to collect information needed to determine the probable need for this type of school and, if the need was established, to make recommendations concerning optimum requirements for successful operation of the residential complex. First, a questionnaire was developed that encompassed material designed to give an overview of how the institution functioned in the areas of organization and administration, instruction, student services, finances and staff. Second, a team visit was made to each of thirteen participating schools with in-depth interviews of elements in their operation which contributed to success. Practices and conditions considered deterrents were also investigated.

It would be difficult to quantify much of the information gathered to satisfy objectives of this study. Where applicable and possible, tabulations are presented and inferences drawn. Generally the findings, conclusions, and recommendations contained herein are distillations of more than 500 years of experience in residential education as reported by chief administrators and department heads of the thirteen schools visited.

The intent of the Vocational Education Act as amended in 1968 is to serve disadvantaged youths who can profit from residential living and vocational training. The objective was to provide the related trades with skilled personnel and, importantly, to help reshape these disadvantaged youths' attitudes and self-concepts for more effective living in the world of adults.

For the purpose of this study, a disadvantaged youth is defined as a person who is severely handicapped in terms of his or her ability to secure stable employment. An individual's handicap may result from such restriction or limitation in developing educationally, socially, or culturally. A home environment which inhibits the proper development of abilities and attitudes is felt by many to be one of the prime limitations that reinforces many of these handicaps. A residential vocational school may be instrumental in achieving a rehabilitation for a large segment of disadvantaged youth.

Recent events and developments around the country have broadened the use to which the findings of the survey team might be put. Specifically, the area concept concerned with establishing vocational training institutions strategically located in parts of each state may lead to the need for incorporating residential living in the total plan of the school. This will be particularly true where the area population is sparse and potential students will need to travel long distances from home.

SUPPLEMENTARY PAPERS

It became apparent as the study team visited schools throughout the country that a wealth of operating experience exists. Problems faced by administrators are similar whether it be an exclusive boys' school in the Midwest, a coeducational secondary school for Navahos in the West, or a coeducational post-secondary vocational school in the South.

The supplementary papers should provide insight and a deeper understanding of various facets of residential education. The authors are practical men who are dealing daily with the specific needs of young men and women.

METHODS

During the summer of 1968, the residential school team planned the study. Each member gathered background material related to the subject, attended briefing sessions on interview techniques, outlined basic factors in specific areas the study was to cover, and prepared criteria for selection of vocational institutions to be visited.

Schools that appeared to meet the criteria listed below were contacted for more detailed information. This generally consisted of their published catalogs, public information bulletins, and annual reports. The survey team, in selecting the schools for on-site visits, took into account the following factors:

1. State versus private schools
2. Coeducational versus noncoeducational
3. Rural versus urban sites
4. Small school population versus large enrollments
5. Vocational emphasis versus academic
6. Penal or correctional institutions versus noncorrectional
7. Secondary versus post-secondary schools
8. Geographical location within the United States

Pertinent findings were tallied and the following schools selected:

1. Boys Ranch, Amarillo Texas
2. Breckinridge Job Corps Center, Morganfield Kentucky
3. Father Flanagan's Boys' Home, Boys Town Nebraska
4. Haskell Institute, Lawrence Kansas
5. Intermountain Indian School, Brigham City Utah
6. Mahoning Valley Vocational School, Youngstown Ohio
7. Menaul High School, Albuquerque New Mexico
8. North Georgia Technical Vocational Schools, Clarksville Georgia
9. Oklahoma State Tech, Okmulgee Oklahoma
10. St. Charles Home for Boys, Milwaukee Wisconsin
11. St. John's Military Academy, Delafield Wisconsin
12. Starr Commonwealth, Albion Michigan
13. Wisconsin School for Boys, Wales Wisconsin

Consultants were selected who were associated with residential schools or were knowledgable concerning the fields of vocational education, psychology, and sociology.

1. Dr. Berenice Fisher, Professor of Sociology, University of Wisconsin, Madison Wisconsin
2. Dr. J. Kenneth Little, Co-Director of Center for Studies in Vocational and Technical Education, University of Wisconsin, Madison Wisconsin
3. Mr. Wayne W. Miller, Director and Dean, Oklahoma State Tech, Okmulgee Oklahoma

4. Mr. Gavin Pitt, President, St. John's Military Academy, Delafield Wisconsin
5. Mr. Sanger B. Powers, Administrator of Division of Corrections, Department of Health and Social Services, Madison Wisconsin
6. Dr. Ernest Spaights, Assistant to the Chancellor, University of Wisconsin-Milwaukee, Milwaukee Wisconsin

Areas of investigation were assigned to the team members on the basis of their general qualifications and backgrounds as follows:

1. Administration and Organization - Dr. George Parkinson and Mr. Carlton Ericksen
2. Finance and Staff - Mr. Frederick Mueller
3. Instructional Services - Mr. Alvin Altmayer
4. Student Services - Dr. Merrel Stockey

A self-evaluation questionnaire was developed by each survey team member. In general, the factors influencing the success or failure of operating a residential school were included in these questionnaires. A partial list includes:

1. Objectives of the school
2. Admission requirements and procedures
3. Curriculum and instruction
4. Special services, including psychological and vocational guidance
5. Administrative staff and organizational structure
6. Staff turnover and staffing problems
7. Financing - income and expenditures
8. Student placement and follow-up procedures

On September 20, 1968, the consultants met with survey team members to discuss goals and objectives of the study, content and structure of the self-evaluation questionnaire, and finalize the list of schools to be included in the study. With the consultants' advice and approval, the original questionnaires were edited and restructured by a staff member from the University of Wisconsin-Milwaukee.

All selected schools accepted the invitation to participate. The response by these institutions was favorable and tentative visitation dates were arranged. The self-evaluation instruments and an agenda were mailed to these institutions prior to the visit.

Upon receiving the self-evaluation instrument from the schools to be visited, the survey team studied and analyzed the completed forms. Information derived from this material was then used as an introduction to the school and its operation. It formed the basis for in-depth, on-site, personal interviews with school officials.

On-site visits were made during the months of October through December of 1968, according to the following schedule:

1. Wisconsin School for Boys, October 4 and 5
2. St. John's Military Academy, October 15 and 16
3. St. Charles Home for Boys, October 17 and 18
4. Intermountain Indian School, October 29 and 30
5. Father Flanagan's Boys' Home, October 31 and November 1
6. Menaul High School, November 12 and 13
7. Boys Ranch, November 14 and 15
8. Oklahoma State Tech, November 19 and 20
9. Haskell Institute, November 21 and 22
10. Mahoning Valley Vocational School, December 3 and 4
11. Starr Commonwealth, December 5 and 6
12. North Georgia Technical Vocational School, December 10 and 11
13. Breckinridge Job Corps Center, December 12 and 13

A time schedule for each on-site visit was established and generally adhered to. Each member of the survey team, while primarily responsible for analyzing and evaluating the data and supplementary information within his assigned area of specialization, was free to contribute his observations concerning any other area; thus a free interchange of ideas was possible, broadening the scope and depth of the information obtained.

On January 13 and 14, 1969 the survey team met in an all-day session to discuss the problem areas uncovered during the interviews and an attempt was made to establish a format for the completion of the final document.

Each team member prepared a summary of findings and analysis for his area of responsibility, supporting the findings with data to be included in the appendix. Survey team members also prepared a section of recommendations and rationales based on these findings and conclusions.

To facilitate analysis of survey findings, data presented in the various sections of the report were subsumed under two headings:

1. Comparable schools
2. Supportive schools

Following is a brief description of the characteristics of these two classes of institutions visited.

COMPARABLE SCHOOLS

Five schools are included in this category. They more closely resemble the residential vocational school envisioned in the Vocational Education Act as amended in 1968. For example:

1. All schools are primarily vocationally oriented
2. All schools are primarily residential in character
3. Three of the five schools are coeducational; two are for males only
4. Three schools are financed primarily from Federal funds; while the other two are state supported
5. Three schools have inherited former military installations; while the other two were specifically designed as educational institutions
6. All five schools have students at the post-secondary level
7. All five schools are located in essentially rural areas, or near small rural communities
8. Three of the schools are designated as post-high school with one- and two-year vocational programs; while the remaining two schools concentrate on relatively short-term vocational training courses

SUPPORTIVE SCHOOLS

Eight schools have been included in this category. The supportive schools are distinguished by their stress on academic and prevocational course offerings rather than on a vocational-technical curricula.

1. All schools have students enrolled under age 18
2. Four schools have elementary and high school level programs; the other four are high schools only
3. Two schools offer only academic programs; while the other six (though primarily academic) offer prevocational training
4. Two of these schools are coeducational; while the remaining enroll only male students
5. Three of the schools are located in urban centers, four are on the fringes of rural communities, and one is completely isolated in a rural setting
6. Six of the institutions have facilities designed for educational institutions; while two inherited former hospital installations

While essentially comparable school data are used in this report, supportive school information is used to supplement or reinforce observations made.

A partial preliminary draft of the survey was mailed to the consultants on February 7, 1969. A meeting with the consultants was held in Milwaukee on February 11, 1969. Under the chairmanship of Dr. J. Kenneth Little, they privately reviewed the rough draft and advised the survey team on the compilation of the final report.

The Office of Education asked if a series of in-depth position papers could be authored by persons with experience in vocational residential education. The papers were developed around typical questions that would be raised by the inquiring public or potential student.

PART I - EVALUATION

Findings and Analysis

Organization and Administration
Instruction
Student Services
Finances and Staff

Recommendations

Organization and Administration
Instruction
Student Services

Part I - Evaluation
Findings and Analysis - Organization and Administration

INTRODUCTION

In determining how the residential schools are organized and administered, we present our findings under these categories:

Major Objectives

Factors Contributing to Success

Factors Deterring Success

Methods Used to Evaluate Success

Community Participation

Further, it should be pointed out that the educational offerings and student services reflect the needs of the student body and have a relationship on how the school is organized and managed.

Data presented in Tables I and II demonstrate that both comparable and supportive school administrators are primarily concerned with quality instruction.

TABLE I - MAJOR OBJECTIVES [1]
COMPARABLE SCHOOLS

Objectives	School Codes					Weighted Values
	B	F	G	H	M	
Quality Instruction	3	3	3		3	12
Develop Attitudes	1		1	3	1	6
Develop Social Skills	2			1	2	5
Develop Job Placement		2	2			4
Develop Vocational Skills				2		2
Develop Campus Life		1				1

TABLE II - MAJOR OBJECTIVES
SUPPORTIVE SCHOOLS

Objectives	School Codes								Weighted Values
	A	C	D	E	I	J	K	L	
Quality Instruction	3	3		3	3	3	3		18
Rehabilitate Attitudes	2	2	2		2	2	2	3	15
Develop Campus Life			3		1				4
Develop Vocational Skills	1	1	1						3
Continue Education								2	2
Cross-Cultural Experimentation								1	1

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[1] Objectives or factors weighted - A value of 3 designates a primary choice; 2, a secondary selection; 1, a tertiary designation in this and succeeding tables.

Part I - Evaluations
Findings and Analysis - Organization and Administration

Both classes of schools are secondarily committed to establishing habit patterns of behavior which will enable students to make effective use of their basic abilities. Comparable schools see their roles in this area as being concerned with developing students' attitudes. Supportive schools view their need in this category as one of rehabilitating attitudes. In other words, the latter school group feels it must reform existing reactive mechanisms while comparable schools see it as "building upon" or "adding to" an attitudinal structure already basically sound.

This rather subtle differentiation between the types of schools leads to differences in staffing institutions. Where "rehabilitation of motivations" is seen as the need, staffing with social workers, psychologists, and psychiatrists will follow. Where administrators feel their goal is "to build on a healthy, basic attitudinal structure," they will tend to rely on teachers, guidance counselors, and house parents to serve this need in a rather informal manner.

The foregoing discussion suggests that a clear definition of a proposed residential school student body is a critical need. One phrase in the Vocational Amendments describes the anticipated student as not only being disadvantaged, but one who can profit from instruction. The identification of persons who will be considered disadvantaged by the state planners will have immediate and far-reaching effects on the institutional structure to be developed.

Other objectives were also described by administrative officers of schools visited. The need to develop social skills and a well-integrated campus life was recognized. Development of employment skills was mentioned by both types of schools. The need to establish good job placement techniques was reiterated by a few of the comparable schools, but received little or no attention from their supportive counterparts.

FACTORS CONTRIBUTING TO SUCCESS

When school officials were asked to describe factors which contributed to the successful operation of schools, there was unanimity of opinion concerning the primary need among comparable schools, but some shifting of emphasis when the two types of schools were compared.

TABLE III - FACTORS CONTRIBUTING TO SUCCESS
COMPARABLE SCHOOLS

Factors	School Codes B	F	G	H	M	Weighted Values
Qualified Instructors	3	3	3	3	3	15
Placement of Graduates		2			1	3
Well-Equipped Shops	2					2
Student Desire			2			2
Alumni Loyalty					2	2
Enthusiastic Staff				2		2
Well-Rounded Campus Life		1		1		2
Current Curricula	1					1

TABLE IV - FACTORS CONTRIBUTING TO SUCCESS
SUPPORTIVE SCHOOLS

Factors	School Codes A	C	D	E	I	J	K	L	Weighted Values
Public Support		1	3		1			2	7
Enthusiastic Staff	3							3	6
Experimental Approaches		3				2			5
Integrated Program					2		3		5
Student Desire	2							1	3
Diagnostic Admissions				3					3
Qualified Instructors					3				3
Emphasis on Moral Values						3			3
Environmental Therapy				2		1			3
Superior Facilities		2							2
Parental Cooperation	1								1
Alumni Loyalty			1						1

Table III seems to present a particularly significant result. Every administrator in comparable schools described qualified instructors as being preeminent in determining success. This has budgetary and recruiting implications. Competitive salary for teachers in residential vocational schools must be offered and a planned, dynamic approach to the acquisition of instructors will have to be an on-going function of each school.

It is interesting to note, as shown in Table IV, that supportive schools evidence some concern about public support. They have first-hand experience with the consequence of limited funds. Some recognized the need for improved instructional facilities which could not be met with limited budgets. Planners for a residential vocational school will need to take cognizance of this situation and try to insure enough funding to obviate this type of concern.

Some other conditions contributing to success were adequate placement of graduates, positive student attitudes, active and loyal alumni groups, and superior teaching facilities. All of these factors should be considered in planning admission policies and procedures, and establishing instructional areas, student government activities, and public relations efforts.

FACTORS DETERRING SUCCESS

When confronted with the request to describe the factors deterring success, school officials from the two types of schools showed some consistency in response. In Tables V and VI which follow, it is seen that comparable schools focused on limited funds as their greatest problem, while the supportive schools emphasized staff shortages. However, it appears that shortages in staffing are the direct result of limited budget allowances. As a consequence, it may be inferred that both types of schools suffer most from lack of financing to meet felt needs.

Part I - Evaluation
Findings and Analysis - Organization and Administration

TABLE V - FACTORS DETERRING SUCCESS
COMPARABLE SCHOOLS

Factors	School Codes B	F	G	H	M	Weighted Values
Limited Funds		1	1	1	3	6
Lack of Public Acceptance		3				3
Immature Students			3			3
Loss of Control Over Admissions and Placement				3		3
Lack of Educational Facilities	2					2
Complex Budgeting				2		2
Absentee Supervision					2	2
Old Building		2				2
Racial Imbalance			2			2

TABLE VI - FACTORS DETERRING SUCCESS
SUPPORTIVE SCHOOLS

Factors	School Codes A	C	D	E	I	J	K	L	Weighted Values
Staff Shortages		1		3	3	2		3	12
Limited Funds			2				3	2	7
Staff Competence	3				2				5
Parental Cooperation	1		3						4
Overcrowding		3							3
Staff Communication							3		3
Prior Failures	2								2
Limited Stay of Students		2							2
Governmental Restrictions			1						1
Lack of Family Counseling					1				1
Overstructured Environment							1		1

A variety of other deterring conditions were presented. The comparable schools emphasized such factors as lack of public acceptance, immature students, loss of control over admissions and placement, etc. Supportive schools were concerned with staff competence, parental cooperation, overcrowding, staff communications, etc.

While a student's limited stay on campus was mentioned by only one supportive school, it was observed, during on-campus visits, that this is a factor of some importance in both types of schools. For example, some trade skills may be successfully provided in a fairly limited period of time. However, restructuring of attitudes is not readily accomplished, and this should be considered an important aspect of the "disadvantaged" youth's training. A planning group will need to address itself to the problem of satisfying this need.

METHODS USED TO EVALUATE SUCCESS

School administrators were asked to describe methods used and the degree of success they experienced in realizing their objectives. They reported the use of tests, progress reports, and graduate follow-up studies as vehicles for performing this task. While the administrators were concerned with the need of attaining an evaluation process, they were somewhat dissatisfied in their efforts to implement a suitable plan. The dilemma is not unique to this group. Many schools throughout the country have encountered similar difficulties in establishing evaluation techniques.

In planning a new residential vocational school, it seems imperative that a study of graduates be given strong consideration. Their needs will reflect what changes and additions a school must make in order to continuously improve the quality of its programs.

COMMUNITY PARTICIPATION THROUGH ADVISORY GROUPS

The use of advisory groups from business and industry was not widely employed. Only two comparable schools and one supportive school took advantage of the contributions this type of body could make. People representing the actual world of work can be very useful in advising schools regarding curriculum, qualifications graduates need, recruitment of students, and new developments in industry. The planning committee for any residential school will have to consider the many contributions advisory groups can make toward the successful operation of a residential vocational school.

Part I - Evaluation
Findings and Analysis - Instruction

INTRODUCTION

The evaluation team, in visiting thirteen residential schools, encountered differences in age groups and types of students served. As a consequence, instructional training varied with missions of the schools. However, certain common denominators were found regarding instructional administration and curriculum planning. Findings and analysis of these instructional services are offered under the following categories:

Curriculum and Course Offerings

Instructional Administration

Qualification and Selection of Faculty

Professional Development of Faculty

CURRICULUM AND COURSE OFFERINGS

Comparable schools, essentially at the post-secondary level, are primarily vocationally oriented. Their concern is to provide vocational training in areas where job opportunities exist.

A majority of the comparable schools offered courses (as shown in Appendix A, pages 121-123) in landscaping, accounting, secretarial, appliance service, auto body, auto mechanics, auto service, drafting, electricity, electronics, heating, air conditioning, refrigeration, machine shop, small engines, television, and welding. These same schools omitted such offerings as agriculture, arts and crafts, foundry, tailoring, and barbering.

Most programs offered in comparable schools are in technical and highly specialized skill areas involving an instructional period of one to two years for students to attain proficiency.

Some of the traditional vocational offerings have become somewhat limited in placement opportunities. This appears to be true for such service occupations as shoe repair, custodial training, upholstery, and watch repair. Schools must be current in their offerings to meet the employment needs of their areas.

In many schools, work opportunities with appropriate pay were offered within the school to provide experience and to acquaint individual students with requirements for holding a job. Adjunctive training in money management, consumer education, and personal independence brought additional benefits. In a few schools, on-the-job experience was an important part of the program, primarily in the last semester of training. Actual work experience with an employer was given in many of the vocationally-oriented schools. This form of instruction appears to be a primary motivating factor in vocational-technical education. Pride in a completed job-related endeavor gives meaning to formal instruction.

Supportive schools, generally at the elementary or secondary level, gear their vocational curriculums to exploratory, prevocational offerings. A study of programs at these schools (as shown in Appendix A, pages 121-123) shows the majority offer general business, typing, arts and crafts, auto mechanics, drafting, general woodworking, and welding. All of these programs were offered on an introductory level. Schools offering agriculture did so on a very limited scale except for one school where instructional emphasis was on agriculture and related service occupations.

Further, supportive schools did not offer such advanced programs as electronics, data processing, hotel and restaurant cooking, photography, and the health occupations. These course offerings are too intensive and comprehensive for this age group to master.

It is recognized that many of the supportive schools deal with the adolescent age group and are largely academically-oriented. Prevocational training, as an exploratory part of the high school curriculum, did not receive the emphasis it probably should have. Considering that students in these schools are not generally college-bound, but will be entering the world of work as soon as they attain the age of 18, aptitude testing, vocational counseling, and job training, in some form, should be incorporated into their programs.

INSTRUCTIONAL ADMINISTRATION

Tables VII and VIII present data related to the administration of the teaching staff. The problem of attracting and holding competent professional teachers is a prominent concern of administrators of schools visited. This is supported further in data presented in Part I - Evaluation (Findings and Analysis - Finances and Staff, page 38, Table XXI), and Appendix C, Tables XII and XIII, page 133.

TABLE VII - INSTRUCTIONAL DATA
COMPARABLE SCHOOLS

School Code	Number of Teachers	Average Class Size	Teaching Load (Hours)	Teaching Hours Per School Day	Preparations
B	41	15.0	6.0	6.0	1-6
F	140	14.5	3.5*	6.5	2
G	105	16.0	4.0*	5.5	2
H	36	15.0	7.0	7.0	1-3
M	61	--	5.0	6.0	2
Averages	76.6	15.1	5.1	6.2	2.4

*Average of shop and academic programs

TABLE VIII - INSTRUCTIONAL DATA
SUPPORTIVE SCHOOLS

School Code	Number of Teachers	Average Class Size	Teaching Load (Hours)	Teaching Hours Per School Day	Preparations
A	125.0	25.0*	6.0	6.50	3.0
C	29.0	15.0	5.0	5.00	2.0
D	33.0	20.0	4.5	6.00	2.5
E	8.0	5.0	6.0	4.00	--
I	17.5	10.0	6.0	7.00	1.0
J	56.0	11.5	5.0	6.25	2.0
K	29.0	14.0	5.0	6.00	2.0
L	16.0	12.6	5.0	6.00	3.0
Averages	39.2	14.1	5.3	5.84	2.2

*Average of shop and academic programs

The instructional data above reveals that the supportive or academically-oriented school enjoys only a slight advantage over the comparable or vocationally-oriented school in class size, teaching hours, and the number of preparations. Only in teaching load does the comparable school teacher enjoy any advantage over his supportive school counterpart. It would appear that schools specializing in vocational-technical instruction rely more heavily on their instructors. This is pointed up by the length of the teacher's school day.

In Appendix C, Tables XIV and XV, page 134, it can be seen that teachers in supportive schools enjoy a slight salary advantage, $8,690 to $8,628, over the comparable vocational-technical teacher. The majority of schools have formal salary schedules, four in the comparable school category and six in the supportive class. Little information was available concerning the levels and steps within these schedules. However, it does appear that academic achievement and longevity are rewarded by step and level increases.

TABLE IX - TEACHER SALARY DATA
COMPARABLE SCHOOLS

School Code	Formal Salary Schedule	Number of Steps	Number of Levels
B	Yes	7	2
F	No	--	--
G	Yes	--	--
H	Yes	6, 10*	7
M	Yes	--	--

*Six in vocational area; ten steps in academic

TABLE X - TEACHER SALARY DATA
SUPPORTIVE SCHOOLS

School Code	Formal Salary Schedule	Number of Steps	Number of Levels
A	Yes	--	--
C	Yes	5, 8, 9*	6
D	Yes	--	--
E	--	--	--
I	Yes	12	5
J	Yes	9-15**	6
K	Yes	10	--
L	--	--	--

*Steps vary in each category from 5 to 9 depending on the class of teacher.

**Steps range from 9 at nondegree levels to 15 at the Ph.D. level.

In Table XI below, it is seen that seven schools require the teacher to perform additional duties outside of the classroom. These duties range from bus driver to study hall supervisor. In a residential complex involving 24-hour supervision, some additional duties for the teaching staff seem inevitable.

TABLE XI - NONTEACHING RESPONSIBILITIES [2]

Function	Comparable School Requirement	Supportive School Requirement	Total
Activity Sponsor	2	2	4
Bus Driver	1	1	2
Class Sponsor	1	1	2
Dormitory Supervision	--	2	2
Intramural Program	--	2	2
Study Hall Supervision	--	2	2
Custodial	1	--	1
Dormitory Education	--	1	1
Group Therapy	1	--	1
Maintenance	1	--	1
Summer Recreation	--	1	1

It was forcefully demonstrated that in a residential setting, suitable planning and provision must be made to occupy student time outside classrooms and shops. A full-scale athletic program including intramural and interschool contact is a necessary part of school operation. Student organization or government, student publications, talent shows, chorus and glee club, band, music, and drama clubs are necessary for a well-rounded student activities program. Departmental clubs, seminars, and all-school convocations should also be provided and promoted. Adequate recreational facilities within student union or dormitory areas are standard requirements. Some social activities and experiences are also necessary. Field trips to industrial sites and civic institutions are planned in many institutions to acquaint students with actual working conditions.

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[2] The comparable schools included in this table are schools G, H, and M. The supportive schools are D, E, K, and L. The remaining schools did not require nonteaching duties from the teaching staff.

A residential school, operating on a 24-hour basis, must include a variety of extra curricular, out-of-school activity to enhance and expand the social, educational, and recreational experiences of its students. These activities are as much a part of educational experiences as formal instruction.

QUALIFICATION AND SELECTION OF FACULTY

A school administrator or instructional dean is always confronted with the need to establish criteria for evaluating teacher applicants. In these days of teacher shortages in many areas, the experience of residential administrators indicates some common denominators for selecting a competent teaching staff do exist. These are indicated in the following tables.

TABLE XII - TEACHER SELECTION CRITERIA
COMPARABLE SCHOOLS

Criteria	School Code					Weighted Value
	B	F	G	H	M	
Educational Preparation	1		2	2	3	8
Occupational Experience	3	2		1		6
Teaching Ability		3		3		6
Certification			3			3
Personality	2					2
Communication					2	2
Character					1	1
Professional Attainment		1				1
Ability to Relate to Disadvantaged			1			1

TABLE XIII - TEACHER SELECTION CRITERIA
SUPPORTIVE SCHOOLS

Criteria	School Code A	C	D	E	I	J	K	L	Weighted Value
Educational Preparation	3	1				3	1	3	11
Personality	2	2	2			1	2		9
Certification			3		3				6
Specialized Training		3				2			5
Understanding Youth					1		3		4
Teaching Ability			1					2	3
Willingness to Accept New Ideas	1				2				3
Extra curricular Cooperation								1	1

It becomes apparent in the comparable schools that educational training, occupational experience, and teaching ability are qualities deemed necessary in vocational-technical instructors. This is further emphasized by Table XIII which indicates that certification becomes more important in academic institutions and for personnel engaged in academic programs within technical-vocational schools. Supportive schools stressed academic preparation, personality, and teacher certification.

Data presented in Table XIV indicates that most comparable schools do not require vocational teachers to be certified by a state agency. Tradesmen were used as instructors and upgraded through in-service training seminars and continued professional training as a requirement for salary increases. However, Table XV indicates that vocational teachers in supportive schools are generally certified by their state agency.

Vocational-technical schools are not employing student teachers or teacher trainees in vocational areas, as shown in Tables XIV and XV. One of the comparable schools did employ them in academic areas as teacher assistants. By comparison, four supportive schools do take advantage of this source of teacher supply. Vocational-technical schools should participate in these programs if educational institutions in the vicinity can supply qualified student teachers. A program of this type can be an excellent recruiting device for a residential school.

TABLE XIV - CERTIFICATION REQUIREMENTS AND TEACHER TRAINEES
COMPARABLE SCHOOLS

School Code	Teacher Certification Vocational	Academic	Teacher Trainees Academic and Vocational
B	Yes	No*	No
F	No	Yes	No
G	No	No	No
H	No	Yes	Limited**
M	No	Yes	No

*All business education instructors must have a Bachelor's Degree
**School H uses some trainees in the related academic subjects

Part I - Evaluation
Findings and Analysis - Instruction

TABLE XV - CERTIFICATION REQUIREMENTS AND TEACHER TRAINEES
SUPPORTIVE SCHOOLS

School Code	Teacher Certification Vocational	Academic	Teacher Trainees Academic and Vocational
A	Yes	Yes	Yes
C	Yes	Yes	Yes
D	Yes	Yes	No
E	--	--	Yes
I	Yes	Yes	No
J	Yes	Yes	Yes
K	No	No	No
L	--	Yes	No

PROFESSIONAL DEVELOPMENT OF FACULTY

Tables XVI and XVII summarize the various benefits accorded teachers to encourage their professional development. In Appendix C, Tables XII and XIII, page 133, average cost of fringe benefits in the comparable schools was $648.; in the supportive schools, $676. Included in this figure is the cost of professional development.

TABLE XVI - PROFESSIONAL DEVELOPMENT
COMPARABLE SCHOOLS

Program	School Code					Weighted Value
	B	F	G	H	M	
In-service Training	x		x	x	x	4
Seminars and Workshops	x	x	x			3
Night Classes		x	x			2
Advisory Committees		x		x		2
Academic Leave					x	1
Summer Support	x					1

TABLE XVII - PROFESSIONAL DEVELOPMENT
SUPPORTIVE SCHOOLS

Program	School Code*								Weighted Value
	A	C	D	E	I	J	K	L	
In-service Training	x	x	x		x		x		5
Seminars and Workshops	x		x	x					3
Night Classes					x		x	x	3
Convention Leaves		x	x		x				3
Academic Leave	x							x	2
Summer Support		x						x	2
Advisory Committees		x							1

*

School J, information not available.

Part I - Evaluation
Findings and Analysis - Instruction

Twelve of the thirteen participating schools have some form of program to encourage teachers to upgrade themselves and improve teaching proficiency.

The most popular device is the school's in-service training program. Educational leaves, seminars, workshops, and summer support are the most common incentives provided by the institutions. Comparable schools have employed advisory committees to assist in curriculum planning and development of course content.

All residential vocational schools will have to provide time and money for teacher training and advancement.

Part I - Evaluation
Findings and Analysis - Student Services

INTRODUCTION

Residential school administrators must consider a wide range of services for their students. Our study highlights the following:

- Characteristics of the Potential Student Body
- Selection of Students
- Student Government
- Student Housing
- On-Campus Employment
- Placement of Graduates
- Recreation
- Staffing

In Appendix B, Tables II and III, pages 124-127, data is provided which supports the findings and analysis.

CHARACTERISTICS OF THE POTENTIAL STUDENT BODY

Despite the variety of residential schools visited with their varying general missions and specific goals, a common thread of urgency woven through the entire fabric was first, the concern for establishing admissions minimums, and second, the ability to control the procedure. It is not too strong a statement to say that almost all elements of total residential operation are affected and, to a degree, controlled by both factors.

Educational offerings, housing, staff requirements, extra curricular programs, food service arrangements, security measures, placement markets, and numerous other facets of the total operation will be directly affected by characteristics of the student body. It becomes a matter of critical importance to define characteristics of the acceptable student body for two important reasons. First, eligibility must conform to stipulations of the law. Second, a fairly comprehensive understanding of eligible students must be present in order to facilitate maximum benefits for those students while they are in residence.

The law provides that selected students must be able to profit from vocational-technical instruction. Particular attention was devoted to this requirement in interviewing key personnel in institutions visited. Rather good consensus was evident when individual observations were pooled. Specifically, administrators felt that students with intelligence below the average range were extremely difficult to train and were equally difficult to place in meaningful employment. They were not averse to accepting students with educational deficits as long as potential for improvement was evident.

Equally important in the eyes of personnel interviewed is the emotional adjustment of the potential student. Severely neurotic or prepsychotic individuals are not good risks. They are preoccupied with personal problems which seriously impede their ability to profit from instruction in vocational education. They generate a need for treatment which schools generally are not staffed to manage. They tend to modify the goals of the school and make them treatment institutions rather than job training schools.

In rejecting the role of a therapeutic agency, schools visited were not unmindful of their need to recognize characteristics of a student body considered to be disadvantaged. They were aware of their responsibility for developing methods to counteract loss of motivation and difficulties students experienced in relating to people in their environment. They recognized some students would have developed somewhat negative attitudes toward formal education and felt this could be corrected through judicious use of the entire residential staff.

Administrators felt post-high school age students would present a motivational picture somewhat different from that of the younger students described above. Generally they believed older students proved to be positively oriented toward acquisition of a marketable skill. Though some will have educational deficits, they will be aware of their deficiencies and welcome opportunities to eradicate them. Many will have had the leavening experience of competing for jobs and recognizing the consequences of inadequate skill training.

While all but two of the institutions visited did not make any special effort to separate the age groups, their administrators were in accord as they expressed the feeling that wants and needs of younger students are so different from those of older students that some very real separation should be provided. On the basis of these responses, it is clear planning **residential vocational schools should** take cognizance of these experienced differences between age groups and make a real effort to cope with the problem.

SELECTION OF STUDENTS

We have not particularly addressed ourselves to the need for a planned approach to acquiring students. This is not a deliberate omission from our concern, but is seen as an important area of consideration for the planning committee. Vocational educators are well aware of their obligation to inform the public concerning their role in training people for the world of work. The same need will exist in acquainting people with the value of residential schools. While the general public must be made aware of these opportunities, particular attention should be focused on those people and agencies most likely to make intelligent referrals to such a school. Specifically attention should be directed toward workers in social agencies and high school guidance counselors. Both groups are potential sources of referrals and will need to be apprised of the type of student who can succeed in a residential school.

The majority of schools visited did not specify a minimum intellectual potential as an admissions requirement. However, experiences of the schools comparable to the type designated as a residential vocational school have demonstrated that it is very difficult to provide a meaningful employment skill to students who fall more than a standard deviation below the mean for our general population. In effect, they feel students with intelligence quotients below 85 are not good risks. The problem will be to use a measuring device which will not discriminate against potential students who are educationally deficient.

While there was evident concern for being in a position to select the student body, the fact is that most concerned schools were not able to exercise this control. Assignment was made by outside agencies in some cases and led to many problems for the receiving institutions.

STUDENT GOVERNMENT

All schools visited, with one exception, had some type of formal student government. There was great variation in the complexity of this type of activity. Only a few used peer group organizations as vehicles for dispensing discipline and punishment.

The structure of student government ranged from loosely organized dormitory or cottage group meetings to a complex arrangement involving election of a mayor and supporting officeholders. The latter type was found more frequently where the student body was on campus for extended periods of time.

Use of some form of student government can yield values if it is structured so as to provide students with the opportunity to learn how to interrelate and accept responsibility for following through on planned actions. The characteristics of the student body anticipated for a residential school will dictate the form of student government to be developed.

Older students will probably be able to handle more responsibility in this area than the younger age group. Experience has shown peer group discipline can become quite punitive. Therefore, any involvement in this area should be minimal and, at best, advisory in nature.

STUDENT HOUSING

The type of housing provided in a residential school has a variety of implications. Security measures, staffing, leisure time activities, and socialization of resident students are some of the factors involved. Nine of the thirteen schools visited utilized dormitory-type housing. Two schools had a combination dormitory and cottage plan. The remaining two schools housed students entirely in cottages where populations in each varied between twenty-four and thirty-six.

Many of the administrators interviewed felt the cottage-type plan best, particularly for younger age groups. Supervision was more adequate under this plan and, since much of the students' time is spent in this atmosphere, there was better opportunity to establish a cohesive functioning unit with more and closer interpersonal relationships. It was felt that cottage construction should be of such a nature that perhaps three students could be assigned to a module or room.

Older students appeared able to function well in a dormitory situation. They have fewer needs for a controlled environment and will have attained a more sophisticated degree of socialization. Even with older students, some attention must be given to the size of each dormitory module. Supervision and security needs suggest each module should be kept to a size a dormitory supervisor can reasonably control.

ON-CAMPUS EMPLOYMENT

There was great consistency among schools in responding to the question of providing on-campus work opportunities. All but one of the schools had some type of arrangement for work and most of them established a minimum wage.

It was felt working a reasonable number of hours on campus served at least four purposes:

1. There are jobs in every residential school which need to be done and, therefore, it is meaningful labor.
2. Students need to feel they are an integral part of the school, and work provides opportunity to make this identification.
3. Planned employment helps to round out a full day, a desirable condition where people are in 24-hour attendance.
4. Possession of spending money enables the student to buy incidentals and can lead to planned spending through establishment of some type of banking arrangement on campus.

A few of the schools visited had established good working replicas of a bank. Students were credited with money earned and each had deposit and withdrawal slips with monthly statements reflecting their balances.

PLACEMENT OF GRADUATES

The primary measure of success for the type of school proposed will be in terms of initial job placement and subsequent experiences of graduates. Some of the schools visited provided a placement service,while others made no attempt to do so. Some institutions involved in placement did it through on-campus efforts, while others relied on outside agencies.

Part I - Evaluation
Findings and Analysis - Student Services

Where schools utilized off-campus facilities for placing students, there was an almost immediate loss of contact with the later experience of those individuals (with the exception of Indian agency schools). This is unfortunate for two reasons. First, the school loses its ability to measure long-term success. Second, it is deprived of soliciting student reaction to educational offerings and campus living which might be useful in modifying curriculum and social services.

Schools offering on-campus placement services varied in the manner used to provide this type of accommodation. Some employed teachers and department heads to establish community contacts for placement purposes. Others used a central office and designated one individual as placement counselor or officer. Both approaches have merit and perhaps a combination of the two would prove to be most effective.

RECREATION

The need for a well-organized recreational program was readily recognized by administrators in all schools visited. This was particularly true with reference to the younger age group and where students were on campus seven days a week.

Intramural programs, swimming facilities, snack bars, bowling alleys, pool tables, ping-pong tables, television, and many other outlets were advocated as desirable. Hobby classes of various sorts were espoused by administrators of several schools. Recreational centers were given considerable importance by a number of concerned individuals.

Where housing or other conditions permitted a natural grouping of students, an effort was made to establish competition through league play. In addition to holding interest, this form of organized team sport served the purpose of encouraging students to work in a group for a common good. Participation of this kind is not readily entered into by younger students of the type of population we are considering.

STAFFING

Perhaps the most consistent response to the question of staffing centered around qualifications of house parents and dormitory supervisors. These people are viewed as being of critical importance in the successful operation of a residential school. Administrators felt the manner in which these staff members related to students had an effect that carried over into classrooms and into the general deportment of the student body.

Academic degrees were not considered to be of primary importance in establishing criteria for selection of these workers. Of overriding consequence was their ability to empathize with students and their readiness to profit from intensive in-service training. One institution wished only to specify high school graduation as a prerequisite for employment.

Involvement in the total operation of the school was deemed desirable for these workers. The idea was expressed that they should take part in many of the staff meetings with various members of professional disciplines. In this way they would become more closely identified with objectives of the school and would be in an excellent position to make valuable contributions concerning the behavior of their charges.

Despite the fact that most schools accepted emotionally disturbed and educationally retarded individuals, there was little staffing with social workers, psychologists, and psychiatrists. Only four of thirteen schools employed social workers. Three of the thirteen utilized psychologists to a degree and five of them hired psychiatrists on a part-time or consulting basis. Nearly all schools relied rather heavily on counselors. Generally, they felt no particular need for additional staffing.

The proposed residential vocational school, with its commitment to younger as well as older students, may produce some ingredients requiring more and varied professional staffing than was encountered in most schools visited. Personal experience with compulsory age students (16-18 years of age) in the Milwaukee Technical College has established the need for social workers, psychologists, and access to psychiatric consultation.

Only four schools employed one or more full-time physicians. The remainder utilized them on a consulting or part-time basis. Eleven schools retained full-time nurses and maintained an infirmary on campus. Several had dentists on the staff. The nature of the anticipated student body in a residential vocational school will likely be such that medical and dental attention will be required more frequently than in the average population.

Part I - Evaluation
Findings and Analysis - Finances and Staff

INTRODUCTION

The preliminary questionnaire and on-site interviews with the financial officers at the thirteen schools visited served the purpose of highlighting data relevant to planning a residential vocational school. Financial data is separated into the following categories:

Financial

Student Services, Housing and Food Service

Land and Buildings

Staff

It should be pointed out that accounting systems, procedures, and account classifications are not uniform and, therefore, statistical materials should be considered as approximations.

FINANCIAL

Data presented in Table XVIII(and in Appendix C, page 128)illustrate a wide variation in management policies among schools. Cost data is influenced by location of the institution, present condition of buildings and equipment, character of the student body, length and nature of the curriculum, and ancillary school services.

TABLE XVIII - PER STUDENT FINANCIAL OPERATING DATA

	Comparable Schools	Supportive Schools	Combined Average
Enrollment	1,176	560	797
Gross Operating Cost	$ 3,483	$ 3,450	$ 3,464
Instructional Cost	$ 900	$ 994	$ 960
Supplies and Expenses	$ 283	$ 681	$ 504
Maintenance and Repairs	$ 146	$ 446	$ 346

Average enrollment of 1,176 students in the comparable schools is indicative of the size requirement of vocational-technical schools needed to offer relatively comprehensive instructional and student service programs. From a financial viewpoint, optimum size of a residential school will approximate 1,200 full-time students.

Gross operating costs, in both classes of schools, are similar. School F, with a gross operating cost of $1,449, offers a six-trimester curriculum. Two schools, G and H with short-term job entry training programs, had a gross operating cost of $6,186 and $6,503 per student. A reasonable annual per student operating cost for a student body of 1,200 would be $4,000.

FINANCIAL

Instructional costs may vary due to types of programs offered and student characteristics. Instructing the academically retarded involves low student-teacher ratios and results in higher per student instructional costs. Vocational training, with its demand for specialized instructional materials, equipment and supplies, is more expensive than the academic variety. Students in the type of residential school described in the Amendments to the Vocational Education Act of 1963, may well be in need of more specialized and individual instruction. A reasonable per student cost for instruction appears to be $1,000.

The supplies and expense data show considerable variation between the comparable and the supportive schools. One of the problems in this category is the classification of expense items. Some schools have charged clothing allowances and personal items furnished students to this account. Since the Act prescribes a "no cost" educational experience be provided students, it seems reasonable to include these items in this category. A realistic per student cost under these conditions would appear to be $900.

Expenditures for maintenance and repairs have been influenced by the school's educational policy involving the student's work experience on campus and the current condition of the school's physical plant. Where minor repairs are part of the instructional program or work experience at the school, costs can be substantially reduced. If buildings are old and obsolete, as in the case of former military installations, costs rise considerably above the average. Depending upon school policy and condition of the plant, $350 per student seems to be an appropriate per student cost for maintenance and repairs.

STUDENT SERVICES, HOUSING, AND FOOD SERVICE

Data presented in Table XIX (and in Appendix C, page 129) present rather incomplete information in many categories. Smaller supportive schools do not keep cost breakdowns by separate activities. The exception is food and lodging where data is very complete.

TABLE XIX - PER STUDENT COST FOR STUDENT HOUSING, FOOD SERVICE, AND STUDENT SERVICES

	Comparable Schools	Supportive Schools	Combined Average
Food and Lodging	$ 660.00	$ 1,233.00	$ 978.00
Raw Food Cost (per week)	$ 9.80	$ 8.82	$ 9.23
Medical and Dental	$ 110.23	$ 103.00	$ 107.13
Recreation	$ 17.12	$ 38.00	$ 27.43
Intramural Athletics	$ 33.20	$ 12.00	$ 22.35
Interscholastic Athletics	$ 12.20	$ 33.00	$ 22.43
Social Services	$ 344.49	$ 207.00	$ 275.49

STUDENT SERVICES, HOUSING, AND FOOD SERVICE

There is a considerable cost variation for food and lodging between the two school categories - $600 versus $1,233. Generally, students in comparable schools are housed in older buildings modestly furnished and equipped, and with limited recreational facilities. Further, the older student population in comparable schools does not require as much control as is necessary with the younger students in supportive schools. It appears that food and lodging costs will more closely resemble those incurred by supportive schools, or $1,200 per student.

Raw food costs per week are slightly higher in comparable schools than in supportive schools. Some of this difference is attributed to the school lunch program which is available to primary and secondary schools. Since comparable schools do not qualify for this support, and a residential school will be composed of a student body mainly in the post-high school age group, a reasonable projection of raw food costs will be $9 per week. This assumes the purchasing policy will permit quantity purchases and discounts.

Medical and dental costs are similar in both classes of institutions. The physical condition of the student when admitted determines the cost. Therefore, the averages shown in Table XIX of $110 and $103 are not representative of the type of student anticipated in a vocational residential school. A more realistic cost for this service is found in schools G and H (as shown in Appendix C, page 129) whose students, upon admission, were found to be deficient in preventive medical and dental care. The average medical and dental costs for these two schools, $212 per student, appears to be a reasonable estimate.

Cost of social services listed in Table XIX shows an average cost range from $207 to $344 between supportive and comparable schools. A residential school will operate on a 24-hour per day basis and student activities will require a well-planned and adequately funded program. Reasonable cost estimate made from individual school's experiences are as follows:

1. Recreation (School H) - $56
2. Intramural Athletics (School A) - $20
3. Interscholastic Athletics (School B) - $27
4. Social Services (School C) - $405

LAND AND BUILDINGS

Table XX presents data concerning land and acreage necessary to accommodate a residential complex.

Comparable schools are located primarily in rural settings while supportive schools tend to be located adjacent to urban centers.

TABLE XX - LAND DATA

	Comparable Schools	Supportive Schools	Combined Average
Value Per Acre	$ 1,013	$ 1,400	$ 1,245
Functional Land Per Student	.195 acre	.602 acre	.466 acre
Total Land Area	504 acres	447 acres	470 acres

The average value of land for a residential school located in the proximity of an urban area will be higher than one located in a rural setting. Should the school be located in a rural setting, a cost of $800 to $1,000 per acre can be expected. Land located adjacent to an urban center will be valued at $1,250 to $1,500 per acre.

Functional land area can be described as that property devoted to instructional housing, auxiliary facilities, recreational and athletic purposes. The comparable school data is not representative since a number of these schools were utilizing former military installations which were confining. The supportive schools, employing a campus planning policy, designed land use as an integral part of their overall programs. To operate a school on a 24-hour per day basis, land areas must include adequate space for recreational and athletic functions. It would seem that a fair estimate of functional land use would be three-tenths of an acre per student, or 360 acres for 1,200 students.

Tables X and XI (Appendix C, pages 131-132) list types and per square foot costs of buildings erected in the past five years by the thirteen schools. Since construction costs vary from area to area, no average cost figures will be useful for planning a residential school of the future. However, the following observations may be of interest:

1. Cost of vocational instruction buildings ranged from $8.05 per square foot for an automotive shop (School F) to $35 (School I) for an industrial arts building.
2. Most schools utilized a central food service, but few had what they considered to be adequate food service facilities.
3. Construction costs varied considerably by geographical area; the Midwest and East were relatively more costly than those in the South and West.
4. Most schools that carried on a 24-hour program for students insisted an indoor swimming pool was a necessity.
5. Student unions were also considered a necessity. A majority of schools visited had this facility and others plan to add it as soon as funds become available.
6. The buildings, in general, were functional at those schools designed originally for educational purposes. They were planned and designed to handle students efficiently and at minimum cost. Schools that "inherited" government installations experienced great difficulty and expense in adapting them for proper use. Maintenance and repair costs at these institutions should discourage any thought of establishing residential schools in such facilities.

STAFF

Perhaps the most vexing problem for administrators of the thirteen schools visited concerned hiring and holding of personnel. Location of the school, the supply of potential employees in the area, local competitive wage and salary conditions, and type of student body the school attempts to help, play important roles in this problem. Table XXI presents pertinent data concerning staffing of residential schools and indicates some problem areas to be resolved.

TABLE XXI - STAFF DATA

	Comparable Schools	Supportive Schools	Combined Average
Number of Employees (average)	266.000	211.000	234
Number of Employees (per student)	.261	.596	.436
Average Employee Turnover	8.81%	15.4%	12.1%
Number of Students (per teacher)	15.500	12.770	13.69
Total Average Salary (per student)	$ 2,255.00	$ 2,691.00	$ 2,497
Fringe Benefit Cost (per employee)	$ 648.00	$ 676.00	$ 666
Annual Average Increase in Salary and Fringe Benefits	11.1%	7.7%	9.6%

Guidance counseling, social services, and individual instruction are necessities in dealing with academically and socially retarded students and require an increased staff to cope with their problems. A staff of approximately 300 will be necessary to meet the needs of 1,200 students.

Supportive schools have a greater total average employee turnover (15.4%) than comparable schools (8.81%). Although their salary cost per student is higher ($2,691) than comparable schools ($2,255), they compete with urban centers at local wage rates. Turnover of 11.1% in comparable schools is attributed to mobility of professional personnel. To reduce turnover, it appears higher salaries and better working conditions will have to be provided.

The student-teacher ratio for both classes of schools of 15.5 and 12.77 is relatively low. This indicates a high proportion of individual instruction. Vocational education is really learning by doing with individual demonstration a necessity. The residential school will employ approximately 110 teachers to handle a student population of 1,200 and an even lower ratio will exist if the student population is developed in modules of 300 to eventually attain an optimum size.

Salary and fringe benefits of these schools indicate a need to meet area competition. Urban localities pay relatively higher salaries than rural sections of the country. Comparable schools attract and hold lower paid occupational personnel from the rural community. However, both classes of schools must meet a shrinking professional labor pool. Their attempt to do so, is indicated by the average increase in salary and fringe benefits of 11.1% and 7.7% granted over the past five years. Cost of salary and fringe benefits will continue to rise in the future. To attract professional personnel, a "premium" salary will have to be offered.

Tables XIV and XV (Appendix C, page 134) present some interesting data relative to various positions found on a residential school campus. Dormitory staffs represent real problems to school administrators. Turnover is high and competent people are difficult to obtain. It appears an extensive training program will be required to alleviate this situation. Dormitory supervisors and some of the staff members can be trained at the paraprofessional level.

On the basis of the above observations, estimates have been made to establish total operating costs for a school. It is estimated that gross operating costs for a student population of 1,200 will be about $4,800,000 annually. For a unit of 300 students, the gross operating costs will be about $1,500,000 annually. The data presented in Table XXII does not reflect estimates of building costs and equipment. These particular expenditures are dependent on local construction costs and types of instructional programs offered. Purchase of total projected land area needs should be done initially regardless of the original size of the student body.

TABLE XXII - ESTIMATED ANNUAL OPERATING COST FOR RESIDENTIAL SCHOOLS

	Optimum Size 1,200	Module of 300
Instruction	$ 1,250,000	$ 450,000
Supplies and Expenses	$ 1,100,000	$ 320,000
Maintenance and Repairs	$ 360,000	$ 110,000
Food and Lodging	$ 1,200,000	$ 350,000
Student Services	$ 630,000	$ 200,000
Medical and Dental	$ 260,000	$ 70,000
Gross Operating Costs	$ 4,800,000	$ 1,500,000
Land (360 acres at $1,500)	$ 540,000	$ 540,000

INTRODUCTION

Investigating team members involved in visitations to the thirteen residential schools were charged with responsibility for gathering information concerned with organization and administration, instruction, student services, finance and staff. It was inevitable that each investigator would gather information impinging on items evaluated by fellow team members. This was particularly true in the area of finance. As a consequence, recommendations resulting from findings of the team member charged with gathering fiscal data have been subsumed under recommendations made by the individual charged with investigating organization and administration of schools visited. The following observations are presented in three parts:

Organization and Administration

Instruction

Student Services

To establish ease in reading, recommendations have been separately listed and, in each case, the rationale for the suggestion has been placed directly below it. Observations have been made broad purposely to provide individual state planners the necessary latitude for making adjustments based on students' characteristics and needs.

MISSION

RECOMMENDATION

THE LAW PROVIDES THAT RESIDENTIAL SCHOOLS WILL SERVE THE 14- TO 21-YEAR-OLD AGE GROUP. CONSULTANTS TO THE PROJECT AND SOME ADMINISTRATORS AT SCHOOLS VISITED SUGGESTED THE MINIMUM AGE FOR ACCEPTANCE SHOULD BE 16.

Rationale

In many states, the minimum age for occupying semiskilled and skilled jobs in industry is 18. This means that to accept a 14-year-old in a residential school would require continuous residence on his part for a minimum of four years.

LOCATION

RECOMMENDATION

THE SCHOOL SHOULD BE LOCATED WITHIN COMMUTING DISTANCE OF, BUT NOT IMMEDIATELY ADJACENT TO, A LARGE CENTER OF POPULATION. PREFERABLY IT SHOULD BE A POPULOUS AREA THAT HAS A REGULARLY ESTABLISHED VOCATIONAL-TECHNICAL SCHOOL.

Rationale

The greater number of students will come from urban centers. Strategic location of the school will make possible more opportunities for employment and enable the institution to draw on the social and cultural offerings found in most large cities. In addition, the existing vocational-technical facilities in the city can be used for training some of the students from the residential school. Not to be overlooked is the opportunity for providing half-way houses in the city. These will serve the purpose of housing some older students who would be in the process of phasing out their education.

CAMPUS PLANNING

RECOMMENDATION

THE PHYSICAL SITE FOR THE SCHOOL SHOULD BE SUFFICIENTLY LARGE TO PERMIT DEVELOPMENT OF TWO ADJACENT COEDUCATIONAL RESIDENTIAL CAMPUSES. ONE COULD HOUSE THE 14- TO 17-YEAR-OLD AGE GROUP, WHILE THE OTHER WOULD TAKE CARE OF THE NEEDS OF THE OLDER STUDENT BODY.

Rationale

The physical, social, and emotional characteristics of the two age groups are considerably different. Younger students will need controls aimed at developing mature outlooks that would be rejected by the older group. It is important that secondary age students be free from the random and not necessarily desirable influences of older students.

CAMPUS PLANNING

RECOMMENDATION

THE TOTAL CAMPUS MUST BE PLANNED IN SUCH A MANNER AS TO CREATE A POSITIVE IMAGE WHICH WILL ENHANCE THE STUDENTS' RESPONSIVENESS TO RESIDENTIAL LIVING AND LEARNING.

Rationale

Students over the compulsory school age can only be held in an environment that is pleasant, meaningful, and individually profitable. Large student turnover is an expensive matter and defeats attainment of vocational objectives. Boredom in the student body of residential schools stems partly from poor facilities, inadequate planning of the campus and disposition of the students' time.

RECOMMENDATION

INSTRUCTIONAL UNITS, LIBRARY, CAFETERIA, GYMNASIUM, SWIMMING POOL, AND GENERAL ATHLETIC FIELDS SHOULD BE LOCATED BETWEEN THE TWO CAMPUSES AND BE UTILIZED BY BOTH GROUPS.

Rationale

The cost of duplicating these facilities on a given campus would be prohibitive. The general function of these units is such that, with proper location and scheduling, both age groups could be served with a minimum of interference and interaction.

RECOMMENDATION

RESIDENCES, STUDENT UNIONS, AND INTRAMURAL RECREATIONAL AREAS SHOULD BE SEPARATE FOR THE TWO AGE GROUPS.

Rationale

Residential schools have need for careful planning of out-of-school activities of the student body. This is a time when emotional needs and growth toward mature interpersonal relationships may be established if physical facilities permit and a planned program of action is instituted. Older students will not need, nor will they want, types of controls imposed on more youthful groups.

RECOMMENDATION

TWO DIFFERENT TYPES OF HOUSING COMPLEXES ARE DICTATED BY THE SUGGESTED AGE RANGE OF THE STUDENT BODY. IT IS RECOMMENDED THAT THE 14- TO 17-YEAR-OLD AGE GROUP BE HOUSED IN COTTAGES THAT WILL HOLD APPROXIMATELY THIRTY STUDENTS. IT IS FURTHER RECOMMENDED THE OLDER AGE GROUP BE HOUSED IN A DORMITORY-TYPE FACILITY WITH A CAPACITY OF ABOUT EIGHTY STUDENTS.

CAMPUS PLANNING

Rationale

Younger students have a need to establish meaningful relationships with adults. Stable, dedicated house parents represent the backbone of cottage living and can significantly influence academic performance and social adjustment of charges under their care.

Older students do not have the same needs for nurturing growth. Generally, they will have established productive and meaningful relationships with others. Their primary concern will be that of acquiring a marketable vocational skill.

RECOMMENDATION

STAFF HOUSING SHOULD BE PLANNED IN SUCH A MANNER AS TO PROVIDE SOME RESIDENTIAL FACILITIES WITHIN SIGNIFICANT UNITS OF THE TOTAL SCHOOL. SPECIFICALLY, APARTMENTS FOR STAFF OCCUPANCY SHOULD BE IN SUCH DISCRETE AREAS AS THE SCHOOL GYMNASIUM, STUDENT UNION, AND THE FOOD SERVICES COMPLEX.

Rationale

Distribution of residential living accommodations throughout the campus provides a means for control and security. Additionally, the cost of providing staff housing will be substantially reduced by incorporating these units in functional structures of the school.

RECOMMENDATION

ADMINISTRATIVE AND MAINTENANCE OPERATIONS SHOULD BE REMOVED FROM THE CENTER OF CAMPUS OPERATION, YET SHOULD BE CLOSE ENOUGH TO FUNCTION IN A SUPPORTIVE MANNER.

Rationale

Functions of these offices are not directly and intimately bound up in the day-to-day experiences of the student body. Administrators interviewed felt that physical separation of these units of operation, out of the main stream of campus life, caused their functions to be more effectively pursued.

SIZE

RECOMMENDATION

THE MINIMUM SIZE OF THE STUDENT BODY IN THIS TYPE OF SCHOOL SHOULD BE APPROXIMATELY THREE HUNDRED.

Rationale

The cost of organizing shops and of maintaining residences becomes prohibitive where [illegible]r numbers of students are involved.

SIZE

RECOMMENDATION

INCREASES IN SIZE SHOULD BE BY MODULES OF THREE HUNDRED STUDENTS WITH THE ULTIMATE NUMBER DETERMINED BY THE TAX BASE OF THE AREA, POTENTIAL FOR ATTRACTING STUDENTS, AND ABILITY TO RECRUIT A QUALIFIED STAFF.

Rationale

Increases in the student body of a residential school have immediate and far-reaching effects on the institution. Housing, classroom facilities, recreational outlets, and a variety of staffing needs confront the school administrator as soon as there is a substantial increase in the student population.

GOVERNING BOARDS

RECOMMENDATION

THE ADMINISTRATIVE BOARD IN EACH RESIDENTIAL SCHOOL SHOULD ESTABLISH A COMMITTEE COMPOSED OF KNOWLEDGEABLE PRIVATE CITIZENS IN THE COMMUNITY WHO CAN CONTRIBUTE USEFUL DIRECTION TO THE MISSION OF THE SCHOOL. CONCEIVABLY THIS WILL INCLUDE REPRESENTATIVES OF PROFESSIONALS IN THE AREA OF HUMAN RELATIONS, ADVISORS FROM BUSINESS AND INDUSTRY, AND PERSONNEL FROM ORGANIZED LABOR.

Rationale

Representatives from the various areas enumerated above have much to contribute to the efficient functioning of a residential vocational school. Their involvement will help to insure community concern for the objectives of the school.

RECOMMENDATION

RESIDENTIAL VOCATIONAL SCHOOLS SHOULD BE UNDER THE JURISDICTION OF THE STATE SYSTEM OF VOCATIONAL AND TECHNICAL EDUCATION. WHEREVER POSSIBLE THEY SHOULD BE ADMINISTERED BY ONE OF THE STATE'S REGULARLY ESTABLISHED VOCATIONAL-TECHNICAL SCHOOLS.

Rationale

Vocational educators at state and local levels are most knowledgeable concerning the type of education with which proposed schools will be concerned. Placing them under the aegis of established vocational-technical schools will facilitate use of local administrators' experience and use of their facilities for training which might otherwise be prohibitively expensive for a residential school to establish.

FUNDING

RECOMMENDATION

FEDERAL FUNDING SHOULD BE MADE AVAILABLE FOR PURCHASE OF A SUITABLE RESIDENTIAL VOCATIONAL SCHOOL SITE, PLANNING AND CONSULTANT SERVICES, CONSTRUCTION EQUIPMENT COSTS, AND CONTINUED FINANCIAL SUPPORT BEYOND THE INITIAL THREE-YEAR PERIOD OF OPERATION.

Rationale

Since the initial schools have been designated as national models, original cost should be borne by the federal government. Since it will take more than three years to solidly establish the school as a complete functioning unit, some arrangement should be made for the federal government to continue funding for several years at a decreasing rate of participation.

RECOMMENDATION

EACH STATE OR AREA IN WHICH A MODEL SCHOOL IS LOCATED MUST HAVE THE TAX BASE CAPABILITY OF FINANCING THE SCHOOL WHEN FEDERAL FUNDS ARE REDUCED OR ELIMINATED.

Rationale

The student body of these schools will not be highly mobile. Therefore, major benefits stemming from the skills acquired by students will accrue to the local community. It is logical that the area reaping the benefits should also provide means for supporting the institution.

STAFFING

RECOMMENDATION

PROVIDE A BALANCED STAFF OF SOCIAL WORKERS, PSYCHOLOGISTS, PSYCHIATRISTS, AND COUNSELORS FOR MULTIPURPOSE USE.

Rationale

All disciplines listed above will be involved in different ways and degrees of concern with admissions, psychological diagnosis, short-term treatment of problem cases, placement, and, most importantly, training of staff members. This latter duty is of paramount importance and needs to be carefully planned and executed. Formal and informal in-service training must be a continuous process in the type of school under consideration.

RECOMMENDATION

BE ESPECIALLY SENSITIVE TO THE NEED FOR ACQUIRING VERY HIGH-CALIBER HOUSE PARENTS AND DORMITORY SUPERVISORS.

Part I - Evaluation
Recommendations - Organization and Administration

STAFFING

Rationale

Schools visited were acutely aware of the great degree of influence exercised by house parents and dormitory supervisors. They have many more contact hours with students than do other staff and professional personnel. Therefore, the manner in which they relate to individual students becomes a matter of significant importance.

RECOMMENDATION

TEACHERS SHOULD BE STATE CERTIFICATED AND QUALIFIED IN THEIR PARTICULAR FIELDS.

Rationale

Within the academic areas, teachers should be state certificated. However, in the trade areas some form of equivalency should be used, such as equating a BA degree to an apprenticeship and experience in the trade. All teachers should be upgraded through in-service training and required professional advancement geared to the salary schedule. Use of trade-trained teachers is important because they bring practical applications of the trade to students and are current in their knowledge of existing practices within their fields of competency.

RESEARCH

RECOMMENDATION

EACH SCHOOL SHOULD MAKE FORMAL PROVISION TO CARRY OUT A CONTINUING RESEARCH PROGRAM.

Rationale

Continuous reappraisal of course offerings, residential living, and placement in the job market must be done to insure maintenance of a high-quality institution.

Part I - Evaluation
Recommendations - Instruction

GENERAL

RECOMMENDATION

CLASS SIZE SHOULD BE KEPT SMALL (APPROXIMATELY FIFTEEN).

Rationale

Experience shows that young people from disadvantaged backgrounds and somewhat limited educational experiences must have more individual attention than is true for the average student.

RECOMMENDATION

DEVELOP INSTRUCTIONAL MATERIALS WHICH ARE CAPABLE OF BEING UNDERSTOOD AND ASSIMILATED BY THE STUDENT BODY.

Rationale

Since educational retardation will be a factor in the students' background, readable materials must be written which will supplement and complement shop offerings.

RECOMMENDATION

TEACH WORK HABITS, ATTITUDES, AND SOCIAL ADJUSTMENT TO PROVIDE YOUTH WITH ENOUGH INDEPENDENT STABILITY TO RETURN TO THE COMMUNITY.

Rationale

Training for vocational competence is only part of training for living. All schools recognize students must learn to adapt to the larger community in which vocational skills will be practiced. Personal adjustment training in a vocational setting is therefore of paramount importance.

RECOMMENDATION

THE ACADEMIC LIFE OF STUDENTS IN A RESIDENTIAL SCHOOL SHOULD BE ENRICHED WITH FIELD TRIPS AND OTHER OUTSIDE EXPERIENCES. TRIPS TO TECHNICAL INSTITUTES AND LOCAL INDUSTRY SHOULD BE AN INTEGRAL PART OF THE PROGRAM.

Rationale

It is extremely important for students to see the relationship between training within the residential school and needs of industry. It will motivate students to talk with persons employed in trade areas and gain firsthand experience.

RECOMMENDATION

DEVELOP SHOPS AND LABORATORIES THAT ARE CONTEMPORARY.

Part I - Evaluation
Recommendations - Instruction

GENERAL

Rationale

To compete for jobs in the present-day labor market, youth must have a marketable skill and competence in use of modern tools and machines to perform that skill.

SPECIFIC

RECOMMENDATION

PREVOCATIONAL TRAINING FOR THE YOUNGER AGE GROUP SHOULD BE DIRECTED TOWARD CLUSTERS OF OCCUPATIONS WHICH ARE GENERAL IN NATURE. FOR THE OLDER STUDENTS, CURRICULAR OFFERINGS SHOULD BE CENTERED AROUND TRADE AREAS WHERE GREATEST JOB OPPORTUNITIES EXIST.

Rationale

The younger group needs firsthand experience with a variety of shops i order to arrive at a more definite vocational selection. Older student have an immediate need to be trained in areas which are not approachin obsolescence.

RECOMMENDATION

PROVIDE REMEDIAL PROGRAMS FOR READING AND ARITHMETIC.

Rationale

Many students, particularly in the younger group, will be three to fiv years retarded in tool subject areas.

RECOMMENDATION

GOALS FOR YOUNGER STUDENTS SHOULD BE RELATIVELY SHORT TERM IN THE EARL PHASES OF TRAINING.

Rationale

Young people of this type frequently have short interest and attentio spans. They need rather immediate indications of success and will hav to learn how to develop long-range objectives.

RECOMMENDATION

RELATED SUBJECT MATTER, SUCH AS BLUEPRINT READING, MEASUREMENT, AND JO RELATIONS, SHOULD BE TAUGHT ADJACENT TO THE SHOP AREA BY TRADE-ORIENTED INSTRUCTORS.

Part I - Evaluation
Recommendations - Instruction

Rationale

Where general subject areas are removed from practical areas, students frequently do not see how one relates to the other. Instruction must be geared to individual trades.

RECOMMENDATION

EXTREMELY SHORT-TERM COURSES AND PROGRAMS OF INSTRUCTION SHOULD BE AVOIDED.

Rationale

Too rapid student turnover obviates worthwhile instruction in the important area of social adjustment. It was also found that schools specializing in short-term courses appeared to have higher per student operating and instructional costs than those offering more complete programs.

RECOMMENDATION

THE CURRICULUM SHOULD BE HEAVILY ORIENTED TOWARD PRACTICAL TRAINING. INITIALLY, THERE SHOULD BE EQUAL EMPHASIS ON PRACTICAL AND ACADEMIC APPLICATIONS. FOLLOWING THE EXPLORATORY PERIOD, INSTRUCTION SHOULD BE TWO-THIRDS PRACTICAL AND ONE-THIRD RELATED.

Rationale

Students are likely to be more attracted to practical, tangible training than they will be to programs heavily laden with abstract generalizations and lengthy reading assignments.

RECOMMENDATION

GEAR THE RESIDENTIAL PROGRAM TO DIPLOMA AND CERTIFICATE-TYPE COURSES RATHER THAN TO ASSOCIATE DEGREE LEVEL OFFERINGS.

Rationale

Students who enter a residential vocational school will be primarily interested in training that will enable them to enter the job market immediately. Only a small percentage will seek entry into four-year schools.

RECOMMENDATION

CONSIDER WORK-STUDY PROGRAMS AS A PART OF THE INSTRUCTIONAL PROGRAM. EXPLOIT THE LEARNING POSSIBILITIES INHERENT IN CAMPUS OPERATIONS, SUCH AS FOOD SERVICE, HOUSING, AND RECREATION.

Rationale

Students in vocational training need actual job experience during the last phase of training. Wherever possible, they should be given this opportunity on a part-time basis in business and industry. Other students may gain this important experience through on-campus employment. In both instances, the money earned will provide partial support and provide the school with the opportunity to teach individuals how to budget and manage money.

ADMISSION

RECOMMENDATION

ESTABLISH MINIMUM QUALIFICATIONS FOR ENTRANCE INTO A RESIDENTIAL SCHOOL IN TERMS OF POTENTIAL FOR LEARNING.

Rationale

Vocational-technical education requires the same range of intelligence as is found in an academic secondary setting. Without average to above-average potential, the types of entry jobs for which training can be provided are limited in number and placement possibilities.

RECOMMENDATION

SELECTION OF STUDENTS SHOULD BE THE FUNCTION OF THE ADMISSIONS DEPARTMENT IN A RESIDENTIAL VOCATIONAL SCHOOL.

Rationale

Vocational educators are in the best position to know qualifications for success in various training programs offered.

An orderly procedure for induction of students can be established more readily.

Careful screening can be made to eliminate severely disturbed applicants and others with prohibitively disabling characteristics.

STUDENT GOVERNMENT

RECOMMENDATION

ESTABLISH STUDENT GOVERNMENT FUNCTIONS FOR BOTH OLDER AND YOUNGER STUDENT GROUPS.

Rationale

Participation by students in some elements of planning and establishing rules can help to make them feel a greater identification with and commitment to total operation of the institution. They may also acquire a better understanding of and appreciation for the democratic process.

STUDENT HOUSING

RECOMMENDATION

DEVELOP RESIDENTIAL CARE AS AN INFORMAL TRAINING CENTER WHICH IS CONSIDERED EQUAL TO THE FORMAL CLASSROOM INSTRUCTION.

Rationale

The home and school should support and be coordinated with each other.

ON-CAMPUS EMPLOYMENT

RECOMMENDATION

INCORPORATE SOME OPPORTUNITIES FOR STUDENTS TO WORK A STIPULATED NUMBER OF HOURS PER WEEK FOR PAY.

Rationale

Some students will come from generally impoverished backgrounds. The opportunity to earn money for incidentals can be turned into a good learning experience.

PLACEMENT OF GRADUATES

RECOMMENDATION

ESTABLISH A JOB PLACEMENT CENTER ON CAMPUS AND PROVIDE IT WITH SUFFICIENT PERSONNEL TO AGGRESSIVELY RECRUIT JOB INTERVIEWS FOR GRADUATES AND PERMIT AN ACTIVE FOLLOW-UP ON THEIR EXPERIENCES FOR A REASONABLE PERIOD OF TIME.

Rationale

The staff of the training institution is more knowledgeable concerning characteristics of graduates than any outside agency could be. They will be able to fit a given student into the most appropriate placement for his particular set of needs, abilities, and attitudes.

RECREATION AND SOCIAL ACTIVITIES

RECOMMENDATION

PROVIDE A VARIETY OF AFTER-SCHOOL ACTIVITIES BASED ON THE NEEDS AND ABILITIES OF YOUTH AND YOUNG ADULTS.

Rationale

In residential care, we must provide wholesome outlets for youth to interact on an informal basis. Such informal relationships, in a home setting, will assist in rounding out and stablizing youths' development.

STAFFING

RECOMMENDATION

SELECT STUDENT SERVICE STAFF WHO, IN ADDITION TO PROFESSIONAL SKILL, HAVE A HIGH DEGREE OF EMPATHY WITH YOUTH.

Rationale

The informal relationships developed between youth and such specialits in admission, placement, health, recreation, and residential care are essential in the determination of individual needs.

HEALTH

RECOMMENDATION

PROVIDE YOUTH WITH THE NECESSARY MEDICAL AND DENTAL SERVICES.

Rationale

It is estimated that these youth will have had limited exposure to periodic health and dental checkups. Further, we should emphasize the importance of maintaining health standards.

PART II - SUPPLEMENTAL POSITION PAPERS BY CONSULTANTS

"What Should This Act Do For Me?"

"Where Will the School Be Located?"

"What Facilities Must Be Provided For A Residential Vocational-Technical School?"

"What Kind of People Will Manage?"

"What Will It Cost?"

"What Are My Characteristics and Needs?"

"How Will I Be Selected and Admitted?"

"What About Out-of-School Educational Activities?"

"Will I Get A Job?"

"What Type of Vocational Programs Should Be Offered?"

"WHAT SHOULD THIS ACT DO FOR ME?"

by
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The Vocational Education Amendments of 1968 make available a great variety of occupational training opportunities to serve persons of every social and economic level and degree of physical and mental ability. Their main purpose is to make it possible for any American to develop his occupational skills to his full potential. Part E of this act, which authorizes a residential vocational education program, outlines one important institutional method for meeting this objective.

This paper will first discuss the philosophy behind residential vocational education, focusing on how residential vocational schools should be able to assist individuals with particular problems and specific potentials. Then, the basic provisions of Part E--Residential Vocational Education--of the Vocational Education Amendments of 1968 will be summarized. Finally, the emerging guidelines for implementing Part E of the 1968 Amendments will be highlighted and explained.

Basic Philosophy for Residential Vocational Education

A residential vocational school is basically a vocational institution, offering vocational instruction on the secondary or post-secondary level or both, and providing residential facilities for its students. Its uniqueness lies in the variety and quality of the vocational training programs and services and in the stimulating total environment it should offer students.

The basic philosophy behind the residential vocational education school is that it could provide a feasible means of extending vocational opportunities to all youth including those who, because of geographic, socioeconomic, or other reasons, could not otherwise participate or profit from regular vocational education programs. A substantial number of such students (perhaps 40%) would be those drawn from the disadvantaged, special needs, or physically handicapped groups. Persons with special needs would include both those from poor home or community environments, such as ghetto youth who have dropped out of school and are unemployed, and those from isolated rural areas where vocational training is not available or schools lack sufficient courses to meet individual needs.

The need for such schools is obviously critical for youth who come from sparsely populated areas, where a variety of high-quality programs are neither available nor likely to be made available.

The need for residential vocational schools also is acute for urban disadvantaged groups who often lack the educational foundations, good health, and motivation necessary to profit from vocational training. These deficiencies are partly caused by the inadequacy of urban school systems today in providing general and vocational education programs and services of good quality, and by the depressing environment of urban ghettos which stifles a youth's motivation and initiative to do well in school or to gain from any special vocational or job training programs that may be available. Poor academic performances and dislike for school have created the high unemployment and school dropout rates among our youth population.

Residential vocational schools not only offer disadvantaged students more and better skill training programs, but also provide a greater variety of services to help the disadvantaged to work out many of their personal problems. For example, these schools can provide remedial programs and the individual attention required by ghetto youth. They also can provide special curricula and teaching methods for the physically handicapped; health services for persons with hearing or eyesight problems; and the counseling services of a psychologist for the emotionally disturbed student. Comfortable and decent housing, nutritious food, and medical assistance can help raise the aspirations of the disadvantaged for a higher standard of living, as well as improve their performance in vocational pursuits.

The majority of the students (nearly 60%), however, can benefit from vocational training on a residential basis for several reasons. Good students from middle class backgrounds would be attracted to residential schools by the specialized programs, well-equipped laboratories and workshops, and excellent teaching and supporting staffs offered at residential schools. The mixing of different groups in itself would prove mutually beneficial to all groups. It would help strengthen the socioeconomically disadvantaged groups, and increase their aspirations and social skills. It would also cause the more sophisticated or advantaged groups to become more tolerant of the disadvantaged. Furthermore, the exchange of ideas and experiences among students from varying backgrounds which generally occurs in dormitory living, would most likely increase the understandings and adaptability of all.

In addition, a residential school can provide a campus life where all youth learn to live, work, and play with others, thus helping to build good citizenship. It gives all students a chance to participate in school activities and increases their motivation to learn. This could help students develop better self-concepts and the well-integrated and confident personalities needed to succeed in careers and life. Finally, residential vocational education schools can enhance the image of vocational education because of the glamour attached to "going away to school" in our present college-oriented society.

The Basic Provisions of Part E

These concepts make up the philosophy behind, and justification for, residential vocational education. The Vocational Education Amendments of 1968 make the development of such residential vocational schools on a substantial scale a potential reality. The amendments provide a separate authorization for residential vocational education in Part E for the purpose of testing and demonstrating the effectiveness of these concepts.

Although the Vocational Education Act of 1963 had previously authorized funds for construction and operation of residential vocational schools, Congress never appropriated these funds. (A few states have successfully experimented with residential vocational schools, using state and local financial resources; nevertheless, the desirability and feasibility of residential schools has not yet really been demonstrated on a significant scale.)

Part E of the 1968 Vocational Education Amendments is another attempt to get the residential school program launched. It provides for three kinds of residential programs: "Demonstration Schools," "State Programs," and "Grants to Reduce Borrowing Costs for Schools and Dormitories."

Under the "Demonstration Schools" program, grants would be made available by the Commissioner of Education to states to demonstrate, once and for all, the feasibility and desirability of residential vocational education schools for "certain youths of high school age," i.e., youths who are at least fifteen and less than twenty-one years of age at the time of enrollment and who need full-time study on a residential basis in order to benefit fully from such education. The grants would cover the costs for constructing, equipping, and operating schools (including room, board, and other necessities). Special consideration would be given to the large urban areas having substantial numbers of school dropouts and unemployed youth.

The "State Programs," similar to the "Demonstration Schools" programs but with some minor differences regarding coverage, age eligibility of enrollees, and state requirements, would be administered by the states.

Although it seems doubtful at this time that Congress will appropriate funds for residential vocational schools for fiscal year 1970, guidelines are being developed by the U. S. Office of Education (after consulting with many State Department of Education officials and other experts in related fields) for implementation of such programs.

Guidelines for Implementation of Part E

U. S. Office of Education guidelines for implementation of Part E--Residential Vocational Education--are being developed and documented in a manual, which will soon be made available to the states. Some highlights of these guidelines are paraphrased here.

Overall Guidelines

1. Adequate provision should be made for the selection of students without regard to sex, race, color, religion, national origin, or place of residence within a state or region.

2. Course offerings at residential vocational facilities should include fields for which available labor market analyses indicate a present or continuing need for trained manpower. The programs, services, and activities offered should be appropriately designed to prepare enrollees for basic entry into employment or advancement in such fields.

3. Two distinct programs should be developed for students of high school and post-secondary abilities, because the range of social and physical maturity of the participants within these age spans is too great to handle in a single educational unit. Usually, the high school programs should serve the fourteen through seventeen year old age group and the post-secondary programs, the eighteen to twenty-one year old group.

4. The secondary school programs should offer terminal courses for specific occupations which can employ their graduates. However, they should also provide programs for transfer to post-secondary vocational-technical institutions.

Who Should Be Served By Residential Vocational Schools?

1. Students should represent persons from all elements of the general population--all minority groups, all levels of ability, and with all kinds and degrees of handicaps. It is recommended that a minimum of 40% of the students be from the disadvantaged, special needs, or physically handicapped. Some married students who have dropped out of the traditional education system should also be included.

2. A residential vocational school should not become a correctional institution for juvenile offenders; rather, it should attract students because of the academic and social opportunities offered.

3. The final determination in selecting students should be the prerogative of the residential vocational school. It should seek out those who may have the potential qualifications for achieving success in the program. After a reasonable length of time, a student with potential, but unresponsive to the services, should be terminated from the school or reassigned to another program.

4. A monthly living allowance, in addition to tuition, tools, and books, should be made available when individuals or their families meet stringent economic requirements.

5. The student body should number approximately 1,000.

Kind of Curricula, Course Objectives, and Instructional Materials

1. Curricular materials should be developed to meet the specific aptitude levels of eligible students. These students should be taught at a pace suitable to their abilities.

2. Opportunities should be provided for students to receive training in a wide range of specialized and sophisticated programs. Course offerings should be flexible so that they match changing job opportunities.

3. Training also should be provided beyond the semiskilled level, but below that required for the true technician, such as training for skilled tradesmen, craftsmen, service workers, and distribution and office occupations.

4. **Integration of general education subjects and vocational objectives should be an important goal. A basic mastery of mathematics, communications skills, and social studies enables students to become both good employees and good citizens.**

5. **The residential school, a city within itself, should offer students many opportunities for practical work experiences.**

6. **The residential school should have workshops, laboratories, and training equipment adequate for student needs.**

7. **Finally, the residential school should have a learning center which houses a well-equipped library and a reading-math laboratory complex staffed with qualified teachers and programmed materials so that students may study on their own.**

Staff, Faculty, and Service Personnel

1. **The residential school should have an overall student-school employee ratio of approximately five to one, including dormitory leaders, vocational instructors, academic teachers, teacher aides, vocational counselors, doctors, psychologists, etc. The student-instructor ratio, on the other hand, should be close to ten to one.**

2. **Vocational instructors need not have college preparation, if vocational experience is adequate and in-service training programs in teaching techniques and human development understandings are provided.**

3. **Teacher certification should be required for the general education faculty.**

4. **Proper certification should be required for professional service personnel.**

Location of Residential Vocational Schools

1. **The site for schools should be selected by a planning team which includes persons from state departments of education, vocational specialists, architects, post-secondary school administrators, school facility planners, and real estate personnel, to name a few.**

2. **Some considerations relating to selecting a site include:**

   a. **Easy access to the school by some mode of transportation;**

   b. **Opportunities for work experience with small business or industry;**

   c. **Recreational and leisure time potential;**

2. d. **Freedom from excessive noise, dense populations, and other city ills, so that each student will begin to feel he has an identity as an individual and not feel that he is just a part of the mass of humanity; and**

   e. **A location which provides adequate services for the teaching staff, such as a good public school system, adequate medical services and housing, and a pleasant environment.**

Facilities

1. **Whenever possible, separate facilities should be provided for secondary and post-secondary students.**
2. **The facilities, besides classrooms, labs, and workshops, should provide opportunities for athletic, student government, and other clubs and recreational activities, in order to assure a well-rounded educational program for citizenship development and worthy use of leisure time.**
3. **A residential school should have a student center which encourages social interaction and cultural activities.**
4. **The residential school should have dormitories and cafeterias which are clean, comfortable, and attractive.**

Employment and Follow-Up of Students

1. **The residential school should have a centralized office for employment and follow-up by a placement director who has strong ties with industry, business, and government agencies.**
2. **Some programs, services, and activities of this office include:**

   a. **Field trips**

   b. **Visits of employers to the campus**

   c. **Training of students to sell themselves in a job interview situation**

   d. **Feedback information from students who have been placed, and**

   e. **Continuation of placement services after placing students initially**

Part II - Supplemental Position Papers
"What Should This Act Do For Me?"

Part E of the Vocational Education Amendments of 1968, if implemented, has the potential for demonstrating the feasibility and desirability of residential vocational education for certain youths at the high school and post-high school levels. Residential vocational education could prove a valuable instrument for increasing the achievement level and social development of disadvantaged, special needs, and physically handicapped groups. It offers them a new and stimulating environment, needed services, and programs which they can pursue at their own level and pace. It also offers them opportunities to learn from one another.

No other vocational program available today provides all these features in one package.

"WHERE WILL THE SCHOOL BE LOCATED?"

by
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Careful planning for a residential vocational school will help insure an appropriate environment for teaching and learning. Planning involves gathering relevant facts and information and analyzing their meaning, the establishment of realistic goals based on the present and projected situation, and formalizing these facts and factors into a plan. Such a plan will have several components which are interrelated. For the purpose of this discussion, it is assumed that decisions have been made with respect to such components of the plan as curriculum, size and makeup of student body, size of school, area to be served, and funds to be committed. The material to follow, then, will relate only to aspects of the plan concerned with selection of a specific site.

The selection of a suitable site for a residential vocational school presents problems not unlike those involved in the selection of a site for a business, a manufacturing facility, a state institution, residence, theater, or other installation at which people arrive and from which they depart or to or from which goods must be transported. Generally speaking, the factors involved in the selection of a site would seem to fall into four broad categories--political, demographic, general, and engineering/architectural.

In the case of a tax-supported facility such as a residential vocational school, the political considerations may make the problem of site selection somewhat involved and introduce factors other than those relevant to the demographic, engineering, or architectural merits of a given site. Many of the political components of the problem of site selection are positive since there are ways in which municipalities interested in attracting such a facility can offer assistance. Examples of the type of assistance which might be offered by a municipality anxious to have a residential school located within its corporate limits are:

1. Providing land which the municipality might be willing to purchase and make available through a long-term lease or donation. Very frequently, if the criteria for site selection are established and made known by the governing body of the proposed vocational facility, a municipality through its development organization might take options on land thought to be suitable and then make it available to the school authority.

2. Provision of paved streets, installation of municipal utility services including water and sewer lines, police protection, and the protection available through suitable zoning of adjacent property.

3. The provision of capital assistance by means of which certain improvements might be made and amortized over an extended period of time.

In a situation where a municipality is willing to make such concessions, the vocational school may well stand to gain because of the interest of the citizens of the community in the school and its program. Similarly, a community will obviously see an advantage to offering inducements to locate--principally the increased payroll and income to the community and the diversification of available educational opportunities. Also, the vocational school stands to gain through the support which can be expected from an interested community--from being wanted.

Not all political considerations are positive, however, and might result in pressures to locate the school on an unsuitable site, in an area inappropriately located with respect to the demographic factors involved, or lacking in suitable protection afforded by zoning ordinances controlling or limiting the type of construction which would be permitted on adjoining or nearby lands.

The demographic or social statistical factors involved in site selection are most important. The geographical area to be served will normally have been established before any consideration is given to site selection. While this area will establish the boundaries within which the facility will be located, the present and projected center of population of the geographic area most certainly must be considered. More importantly, the center of the student population must be ascertained since this could have great weight in any final decision. Centers of student population and general population may or may not coincide--they might well be some distance apart. Studies which would have been made in determining the basic need for a residential school facility would certainly contain sufficient information to permit locating the center of student population. There are, however, some other resources such as state or regional planning commissions or authorities which might be of help in making such a determination. In addition to locating the center of the present student population, a similar determination should be made on the basis of projections. Past general census and school census data, experience, and predicted trends in general and school population growth will influence the sources of the student population. In this area especially, help from professional planning resources would be indicated.

Once the demographic data relative to the numbers of students to be served and the center of student population is available, consideration can then be given to other major factors involved which would seem to include:

1. The nearness of existing or proposed institutions of higher education which would have facilities and staff to provide an added resource in the establishment and maintenance of high quality vocational education programs.

2. The availability of major library facilities which might supplement the institution or school library particularly with respect to recreational reading. Location of the school near a large library would facilitate use of rotating collections and also supplemental reference and book repair services.

3. The proximity of medical facilities providing a reasonable range of emergency and specialized treatment facilities and personnel. If the facility is to be located in or very close to a large urban center, there should be no problem with respect to this item. However, if the facility is to be some distance removed from a large urban center, then, with the increased emphasis on emotional, physical, and mental health, the accessability of medical facilities becomes important.

4. The availability of resources in the nearby community or communities to supplement services provided by the residential vocational school. These include social service agencies, mental health clinics, and other local agencies which might represent a resource to the school or its students.

5. Since employees and some students will be traveling by automobile, the proximity of existing and planned major highways must be considered.

6. The ability of the community to provide housing for staff necessary to operate the facility.

7. Local recreational, shopping, and cultural facilities sufficient to attract staff.

8. Availability of utilities--water, gas, electricity, and storm and sanitary sewers.

9. Adequacy and availability of other services or facilities such as fire and police protection, churches, and charitable and social agencies.

10. Proximity to industries which might make on-the-job training available and provide employment for graduates.

11. Amount of land needed for buildings, playground and recreation space, and an adequate buffer between the facility and privately held land.

The engineering and architectural considerations involved in the selection of a site are obviously related. The architectural aspects relate essentially to the suitability of the land in terms of size and topography to permit the design of a functional yet pleasing structure or structures. Certainly current or projected land use in the immediate vicinity will have an important influence. It is important that whatever architect is commissioned to design the structure participate in the site selection process to the extent necessary to insure that the land is suitable for the architectural planning to follow.

The engineering considerations involved in site selection are perhaps more important. They include a careful examination of the soil conditions and factors involved in the provision of suitable water supply, sewage disposal, and utility services. Some needed information would be obtained through topographic maps and serial photographs showing the

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configuration of the ground surface. An adequate soil investigation will include reference to subsoil data obtained through soil borings. It is necessary to know the ability of the soil to support the planned construction in order to be sure that no special foundation problems are encountered. A careful study of compressibility and load-bearing characteristics of the soil is necessary if extensive construction and future problems are to be avoided. The land, in addition to being suitable for construction, should provide for good drainage and permit suitable landscaping.

The location and installation of underground utility services also require data with respect to subsoil characteristics. Such things as the presence of rock, or a high water table, materially complicate the problem of installation of underground utilities.

A good source of potable water must be available, either through a nearby water utility or through a well. If water is not available through a municipal utility, then an investigation as to the availability and potability of well water certainly should be made in determining the suitability of a site.

While not necessary, reasonable proximity to a supply of natural gas for heating would be desirable. If alternate sources of fuel are available, fuel costs are usually lower than if a facility must be dependent upon a single type or source of fuel. Proximity to a suitable source of electrical power must also be determined.

In a study made by the Small Business Administration with respect to the selection of a specific site for a small manufacturing plant, the factors most frequently mentioned as having influenced the final choice of a specific site were:

Size and shape of site
Topography
Availability and cost of utilities
Water supply
Soil conditions
Drainage
Possibility of flooding
Cost of development
Location in the community
Transportation facilities
Fire and police protection
Taxes and insurance
Zoning and other legal aspects
Price

The same factors, although not necessarily in that order, are certainly involved in the selection of a site for a residential vocational school.

The following are considerations involved in the selection of a site and some questions to which answers should be obtained before a final decision is made:

Location

1. **Where should the site be located?**
2. **How many acres are needed?**
3. **Is land available from the present owners? What is the total cost of the site? Cost per acre? Will the land be donated?**
4. **Is there adjacent land which might be acquired at a later date?**
5. **Is the site zoned?**
6. **If zoned, for what uses?**
7. **What unit of government has zoning authority in this area?**
8. **Is the adjacent land zoned?**
9. **If zoned, for what uses?**
10. **Are these uses compatible with an educational institution?**
11. **Is it necessary to change the zoning of the site?**
12. **Should the zoning of adjacent lands be changed?**
13. **Is the soil and topography suitable for construction of institutional buildings?**
14. **Has a complete soil analysis been done for the site?**
15. **Will drainage be adequate for these types of structures?**
16. **Is the site itself, and the view from the site, esthetically pleasing?**
17. **Will the site permit attractive landscaping?**

Utilities - Water

1. **How near the site does municipal water service extend?**
2. **Is the municipal supply adequate to serve the institution?**

Utilities - Water

3. **What would it cost to extend municipal water service to the site?**

4. **Is there a suitable quantity and quality of water available on the site?**

5. **What is the cost of installing an on-site well and purifying system?**

Utilities - Sewer

1. **Is there a municipal sewage plant adequate to treat a load increase from the institution?**

2. **How far away are municipal sewer connections?**

3. **What is the cost of extending service to the site?**

4. **How much will it cost to build a sewage disposal plant at the site?**

5. **What would be the cost of a septic system?**

Utilities - Trash

1. **Does the community have an adequate trash and garbage disposal system?**

2. **Would the community provide trash pick-up service?**

Utilities - Fuel

1. **How far from the site is an adequate supply of natural gas?**

2. **What is the cost of bringing gas to the site?**

3. **Is fuel oil available?**

4. **Would fuel oil be more economical to use rather than extending gas pipelines?**

5. **Is coal easily obtainable at the site?**

Utilities - Electricity

1. **How far away from the site is an adequate supply of electricity?**

2. **What is the cost of bringing electric power to the site?**

The Community - Size

1. **How large is the nearest community?**

Part II - Supplemental Position Papers
"Where Will The School Be Located?"

The Community - Distance and Driving Time

1. **What is the distance to the nearest community in miles and driving time?**
2. **What is the driving time and distance to the state's largest cities?**

The Community - Population

1. **What is the total population within 15 miles of the site?**
2. **What is the total population within 30 miles of the site?**
3. **What is the population density of the county?**

The Community - Economic Base

1. **How large is the civilian labor force within 15 miles of the site?**
2. **How large is the civilian labor force within 30 miles of the site?**
3. **Is the unemployment rate of this area relatively high or low? What percent? Compared to the state as a whole?**
4. **What is the economic base of the community?**
5. **What effect will the institution have on its economic base?**
6. **Are all the necessary skills for employees existing in the community?**
7. **Will it be necessary to recruit personnel from other areas of the state?**
8. **What are the prevailing wage rates in the community? Compared to the school's wages?**
9. **What effect will the wage standards of the school have on the community? And vice versa?**

Facilities - Housing

1. **Is there an adequate supply of residential facilities within 30 minutes driving distance?**
2. **Is this housing within the means of institution employees?**
3. **In what direction is community development moving? With respect to the site?**

Facilities - Medical

1. What is the distance to the nearest hospital?
2. How many hospital beds within 15 miles?
3. How many beds in each hospital?
4. What services are provided in each hospital?
5. How far is it to a hospital of at least 150 beds?
6. How many doctors are within 15 miles of the site?
7. What are their specialties?
8. What other medical facilities and services are available within a 30 minute driving distance?

Facilities - Recreation

1. What are the recreational and social resources in the community?

Facilities - Library

1. How far from the site is the nearest library?
2. Number of volumes?
3. Does it have a full-time librarian?
4. Is the local library capable of providing assistance to the institution library?
5. What is the distance to the nearest library of 60,000-100,000 volumes?

Facilities - Fire Protection

1. Is the local fire protection system adequate to serve the school?
2. Is the fire department full-time or voluntary?
3. Does the fire department have adequate equipment suitable for fighting fires at the school?

Existing Plans

1. Does use of this site for a school fit into the local community development plans?

Existing Plans

2. Does the use of this site for a school fit into the county or regional development plan?
3. Does the use of this site for a school fit into the state development plan?

Public Attitude

1. Does the public have any objections to locating a residential school near their community?

Accessibility - Highways

1. Are the existing roads adequate to serve the traffic generated by the school?
2. Do major state highways extend to all parts of the state from the site?
3. What are the development plans for the major highway routes in the area?

Accessibility - Bus Service

1. How far is it to the nearest bus stop?
2. What is the frequency of service?
3. Are there connections to all parts of the state?

Accessibility - Air Service

1. How far from the site is air service available?
2. Are flights frequent enough for adequate service?
3. Do the airlines have connections to all parts of the state?

Accessibility - Freight Service

1. What rail, truck, and air freight services are available to the site?

Obviously a wide variety of factors impinge upon the site selection decision. Careful attention to all of them is required if the final decision is not to be regretted. Professional help is available and should be sought in analyzing all of the facts and data involved, in establishing the weight to be assigned certain key factors in relation to all others, and in making a final decision. No single guide or checklist, no simple formula has been devised to insure foolproof site decision making. The selection of a site represents a critical decision in the planning process and, if carefully made, can insure an appropriately located school in an environment conducive to the fulfillment of its commitment to an increasingly significant area of education.

"WHAT FACILITIES MUST BE PROVIDED FOR A RESIDENTIAL VOCATIONAL-TECHNICAL SCHOOL?"

by
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Campus - Location

The location of the campus for a residential vocational-technical school will depend on many factors. One would be the relative proximity to a large variety of occupations in which many students could do some training on a live or on-the-job basis. Another factor would be adequate distance from large metropolitan areas in order that campus life would not be overshadowed by the crowded city, which creates many of the problems these youths face.

Campus - Size

Since life on the campus must provide many aspects of home and community living, as well as learning, the campus would need to be of such size that all the facilities for normal living could be provided without crowding. In terms of area, fifty acres would be the smallest area that should be provided to give adequate attention to the areas of daily living such as recreation, housing, food service, and training facilities for 500 to 1,000 students. Larger enrollments would require a proportionate increase in campus area.

Campus - Topography

Topography of the campus would naturally depend on the area in which the school is located. However, it should be free of low-lying areas and steep hills which would preclude the effective and economical use of the land.

Campus - Planning

Buildings should be located on the campus so that they would be complementary in serving the needs of the student, as well as the faculty, and the efficiency of the total school program. The general efficiency of the instructional and campus life programs will be greatly enhanced by providing air conditioning in dormitory, shop, laboratory, classroom, and general use buildings.

Streets and parking lots need to be located so as to give easy access to the shops and buildings and at the same time reduce traffic jams and congestion to a minimum.

Student walkways should be free of vehicle traffic crossings as far as possible.

Landscaping should be done by someone capable of producing harmonious plantings which would enhance the beauty of the campus and instill a feeling of pride in the students and faculty.

Shops and Laboratories - Design and Shop Areas

The shops and laboratories of a residential vocational-technical school will of necessity be the heart of the entire operation. The design of each shop and laboratory will necessitate consideration of the production shop, as well as certain limitations which are inherent in the educational and instructional process. While the instructional processes in laboratories and shops are not geared to production, they should closely approximate all conditions which the student will find in the working world after he has graduated and is on the job. Limitations of funds too often cause crowded conditions in shops and poor arrangement of shop areas so that the instructional process is hampered a great deal.

Shops and Laboratories - Equipment

The equipment in any shop or laboratory is of vital concern to good instruction. In general, the equipment should conform as closely as possible to that of the occupation for which the training is being given. Many times equipment can be provided that will be equal to that in industry, but in other instances, equipment will have to be provided which may not be as large or as ornate as that used by industry. At the same time, it will provide the opportunity for instruction in all the basic principles and processes of the occupation. It cannot be a make-believe situation and provide good sound vocational instruction.

Shops and Laboratories - Storage for Instructional Supplies

The storage area for instructional supplies should be a normal part of the shop area and be located so that all students can procure the necessary instructional supplies with minimum effort and time. The storage management and issuance of instructional supplies furnishes a good opportunity for teaching basic principles and practices of shop efficiency.

Shops and Laboratories - Classrooms

The classroom is an integral part of any shop or laboratory instructional program and should be located adjacent to the shop so that its use is available when needed. The classroom will provide related instructional materials where the student will also find a good technical library and a supply of visual aids to assist him in the learning process. The classroom and shop or laboratory instruction cannot be too far separated in time and space in the life of the student. Each complements the other and they must be used interchangeably as the demand for learning and skills progresses. Each student needs a "home base" where he can feel at home and have a sense of belonging. Thus, the classroom will become his personal area in the business of learning an occupation.

Shops and Laboratories - Restrooms

Refreshment centers, washrooms, and restrooms should be in close enough proximity to the shop so that the use of these facilities will not cause too big a break in the daily program of instruction. Industry and business have learned the value of providing for the physical comforts of workers, and this should also be of value in the situation of training workers.

Shops and Laboratories - Decor

Color schemes used in the shops, laboratories, and classrooms; lighting; heating, and ventilating should be of such quality as to produce a harmonious atmosphere in which the student can work and learn. Here again, we follow the lead of business and industry in providing a comfortable and pleasant environment in which to learn an occupation.

Dormitories - Location

Dormitories and housing in general will always play a most important part in the total program of a residential vocational-technical school. These facilities must provide daily living for an average student for a period of 65% to 75% of each day. The location of dormitories and housing facilities will of necessity depend upon the topography of the residential school area and also the general plan for the development. Since housing and eating facilities go together in the normal home, it would seem appropriate that housing and eating facilities of the residential vocational-technical school should be as nearly comparable to the home situation as possible. There might be some facilities where eating and housing could be under the same roof and in others, there would of necessity be a dining hall or cafeteria in a separate building. In general, dormitories and eating facilities should be in the same general area and not require transportation all the way across campus in order to use these facilities.

Dormitories - Rooms, Suites, and Cottage-Type Facilities

In order to take care of the needs of all students, the housing facilities would need to be of varied types. For instance, dormitories could have anything from single rooms to suites to meet the wishes of the students.

In dealing with the needs of the disadvantaged who might come to the school, a cottage-type of housing facility might furnish many elements of everyday living in the family which many have missing in their homes and which would have a great deal of meaning for students whose home life was substandard or nonexistent.

Dormitories - Lobbies

Lobbies and/or general living areas of a student residence building should be of such nature that they would help set the general tone of life in the "dorm." The comfort and utility of the furnishings and a pleasing atmosphere of decoration will make a student feel like spending many profitable hours there during his leisure time.

Dormitories - Recreation Areas

Since the student must spend much of his time either alone or in small groups in the dormitory, adequate provisions should be made for recreation and leisure-time activities in the dormitory itself. These might be of a sedentary nature, but they need to be there just the same for the student. There should be areas for television, music, and current reading for the students while they are in the dormitories. Also, there might need to be an area where creative expression on the part of the student could be carried on without interference from other students. This could be in the nature of hobby activity and any form of creative expression which may be adapted for use in the available dormitory space.

Cafeteria and Dining Facilities - Location

In general, the cafeteria and dining facilities should be located so as to provide easy access for all those who will make the most use of the facilities. This means close proximity to dormitories and other housing units using the services of the cafeteria.

Cafeteria and Dining Facilities - Equipment

Equipment should of necessity be modern and of the type used in homes and commercial food service areas. Dishwashing and utensil washing areas, as well as garbage disposal areas, should be given much consideration.

Cafeteria and Dining Facilities - Design

In designing a feeding facility, first consideration would be to provide sufficient space to accommodate the number of people who would be eating there regularly. In addition to this aspect, it should also be designed to insure uninterrupted flow of food from the kitchen to the serving area and also the removal of trays and dishes after the students' meals.

There need to be adequate refrigeration areas where the various foods can be stored according to regulations of health departments, and also food preparation centers with the idea of sanitation and control of various pests. The design of any cafeteria in a residential vocational-technical school should also include areas that can be used for live teaching projects for those who might be interested in the various occupations of food service. All areas of food preparation and handling should be designed with a view toward achieving ease of cleaning and maintenance of sanitary conditions with a minimum of effort.

Cafeteria and Dining Facilities - Decor

The decor of the dining hall or cafeteria area should be of such nature that pleasant surroundings will be available to the student so as to give him the feeling that he is participating in the normal American way of life and is not a second-rate citizen.

Administrative Center - Location

The administrative center of a residential vocational-technical school is the nerve center of the whole operation of such a school. It should be located so that the student and the general public will be greeted by the sight of this facility when they first approach the campus. Since first impressions many times are lasting ones, it goes without saying that this facility should be one that would attract first the interest and later the admiration of those who attend the school.

Administrative Center - Administration

The information area should be immediately evident to anyone entering the administrative center. The administration area should provide for the director or president and his immediate administrative staff. This area should also include a conference room where the administrative staff could meet without interruption. Also, it could provide a place where the school administrative body such as the board of trustees or other such group could meet.

Administrative Center - Operations Management

The operations management area of the administrative center should be of such location and size as to be able to take care of the business transactions with students and others with whom the school might deal. This area would house the necessary modern equipment for handling the student and operational activities of the school. The area should also provide training locations for many students in business education. Facilities may be included for the use of modern services.

Administrative Center - Student Personnel Services

Student personnel services area should provide adequate space for the various counselors and other school personnel concerned with admissions, records, and placement. This would necessitate appropriate facilities for testing and counseling and for the processing and storage of student personnel records.

Administrative Center - Fiscal Accounting

The fiscal accounting area of the administrative center should be equipped with such modern equipment as will allow up-to-the-minute accounting of all financial actions of the school.

Administrative Center - Decor

The decor of the administrative center should be neat, attractive, and functional.

Maintenance Division - Building

Maintenance work is a very important part of the operation of a residential vocational-technical school. A good maintenance program is essential to the morale of the entire residential area and, therefore, needs to be of such size and quality that maintenance can be provided as needed. A separate building should be provided in which maintenance work is carried on and where necessary equipment is set up to do the job of maintenance for the entire residential school area.

Maintenance Division - Work Stations for Students

The maintenance areas would become supplemental training stations for students in other shop areas on more or less an "on-the-job" basis. Close cooperation between the maintenance division and the various shop areas could provide a very sizeable work experience program for students who are enrolled in the school. The feel and responsibility of live work has a maturing effect on the learning process in any skill or trade. The training shops or laboratories would of necessity be used initially to train the student in various skills of the occupation, and to supplement this with live work about the campus would enhance the training received in the shops and laboratories.

Recreational Facilities - Gymnasium

The student in the residential vocational-technical school will have approximately one-third of each day available for recreational activity. In order that these activities may contribute their part in producing a well-rounded student, there is a need for adequate facilities. One item would be a gymnasium of adequate size to handle the various activities appropriate to such a building in meeting the needs of the total student body. It should provide areas for intramural sports, as well as for individual participation, to take care of the full complement of students.

Recreational Facilities - Swimming Pool

There should be an indoor swimming pool of such size that it would challenge those who love the sports of swimming and water acrobatics, and that would contribute to lifesaving activities and the well-being of the student in general. The pool should be heated so that year 'round use could be achieved.

Recreational Facilities - Fields for Selected Sports

There should be enough fields and areas for group participation in such sports as baseball, softball, soccer, touch football, badminton, volleyball, and tennis, and at least a nine-hole, par three, golf course.

Recreational activities, especially for many disadvantaged young people, will furnish a lively means of helping such students reach a full realization of the meaning of life and of self-expression. A student who is a "good team man" will be a better worker when he goes on the job. Whenever possible, maximum use should be made of neighboring available public recreational facilities.

Other Supportive Facilities - Auditorium

The student center in the residential vocational-technical school would be an area in which the student could live as a citizen in the community and learn how to help govern himself as he will be doing in normal life after leaving the school.

An auditorium large enough to seat the entire student body needs to be provided so that the students can participate simultaneously in certain activities which are common to all, either as performers or as spectators and/or listeners. The auditorium would need to be provided with projection facilities, as well as radio and television facilities which could be brought into play many times for the good of the community life of the student.

Other Supportive Facilities - Student Government

Since student government is designed to help each student realize his basic responsibilities as a citizen in a community, it should be dignified with adequate facilities where student government leaders could hold the necessary meetings and consultations necessary to life on the campus. There should be several offices and a room where council meetings can be held in a dignified and satisfactory manner. These facilities are essential in order that student government can be a daily affair rather than a once-a-month meeting.

Other Supportive Facilities - Bookstores and Canteens

There should be the necessary complement of shops in the student center where a student can purchase books, supplies, and items of individual need. This complex of shops should include an area where snacks and items of food can be secured as the student feels need for them. In this day and time, it would not be too much to say that one such shop should be in the nature of a hamburger or hot dog shop where the student could satisfy the longing for a good hamburger during his off hours.

Other Supportive Facilities - Music

A residential school should make some provision for student development in all areas of living. Shops provide skills and information which help make a living. The recreational areas provide that much needed relaxation, competition, and physical development which all young people need. In the student center, it would seem that facilities are needed to develop some esthetic values which every student has in a latent state and which need to be brought out by participation in some activity.

There should be areas where music could be stressed, and music instruction in various musical instruments leading to participation in bands or orchestras would certainly add to the accomplishments of the average student.

Other Supportive Facilities - Libraries

A well-stocked general library is needed in order to provide recreational reading, as well as satisfaction of avocational interests of most students given an opportunity to participate in such activities. Such a library would contain many technical volumes of a general nature, but as mentioned earlier in this paper, specific technical libraries serve a better purpose by location in the shop and classroom where they are needed daily and are immediately available for each student.

Summary

In conclusion, a residential vocational-technical school should be a complex of buildings, grounds, equipment, programs and personnel adequate for the needs of both advantaged and disadvantaged youth. It should help students realize and achieve their potential in physical, social, vocational and aesthetic disciplines. The facilities should be of such design, decor, and quality so as to reflect the average American life of today and point the student toward a better way of life for himself in the future. The complete residential vocational-technical school can, and should, fill a big void in the American educational system by providing quality training today for our youth who will be the backbone of our labor force tomorrow.

"WHAT KIND OF PEOPLE WILL MANAGE?"

by

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We are interested in the kind of people that can most effectively manage youth in residential education institutions. At the present time, various institutions label these persons differently. The following titles are presently used to define persons who could be classified as student managers, that is, people who would live with the youth for a period of eight or more hours in a residential atmosphere. Their duties would be to physically care for their charges to assure that their basic needs are fulfilled.

In many mental hospitals, the persons dealing with teen-age or younger mental patients (as well as adults) are called "psychiatric aides," "hospital aides," or "institution aides." They deal with individuals who are at various stages of mental instability and in my opinion at least a certain percentage could be described as nonpsychotic and fit into the residential education institution category.

In certain other institutions, namely, those private institutions with an education-oriented background, youths in custody are called "students" and the person managing their residential living is often either called "student leader" or some other term using the word "leader," such as group leader or house leader.

In some institutions, the word "supervisor" is used in such terms as "boy supervisor" or "girl supervisor" meaning that the lives of these youths are supervised by this staff member.

At the institution where I am employed, the persons managing the residential life of our children are called "youth counselors." The word "counselor" with various prefaces as in "child counselor," "boy counselor," or "girl counselor," is used in many institutions.

One of the most popular terms used is "houseparent," "house father," or "house mother." In institutions where the residential care staff live in twenty-four hours a day, this is a most common term.

The term which seems to have the most acceptance and the term which is used most often is that of "child care worker." For purposes of clarity, I will refer to the managing residential care person as a "child care worker."

History

In the past, the care of youths with difficulties or in trouble or without families had been accomplished by a variety of methods. Frequently, these people were thrown out of their homes or ran away to live independently. Often, children without parents or without homes were placed in orphanages if they did not offer any serious misbehavior problems. In

some cases, the staff running orphanages were political appointees who made a living from the misfortune of young children and more often than not either abused or overworked these children. At times, if the child's behavior was entirely unmanageable, he would be placed in a prison with adult criminals of all varieties, as well as debtors and political prisoners. In other words, unmanageable people of all types and varieties were placed together in prisons. Again, their care was almost nonexistent. In such prisons, they were ignored by staff and badly mistreated by fellow prisoners.

Church schools for children in trouble closely paralleled orphanages, although their motivation for abusing children was to punish them for their sins.

Also prevalent were mental institutions called "insane asylums" which handled unmanageable or orphaned children if their behavior seemed too unusual. Their plight was much the same as in the prison. The staff running these institutions were paid almost nothing and were problem people in themselves. They gravitated to these jobs either to abuse or use the patients for financial, materialistic, or sadistic reasons.

In the early days of the United States, child care personnel, whether of the orphanage type, of the prison type, or of the asylum type, often had a rigid puritanical outlook, and all were concerned with the philosophy of penitence (sit quietly and contemplate your misdeeds before God). It has only been in the last one hundred years that special consideration began to be given to unmanageable children.

Unfortunately, child care personnel have historically been less capable, less efficient, and less sympathetic individuals than the average person, even in rather exclusive institutions for unmanageable children, such as private residential treatment centers. The child care personnel are paid far less and share less status than the treatment staffs of psychiatrists, psychologists, social workers, and educators. Despite this very obvious solicitation of less educated members of society to fill the child care ranks, institutions have developed and progressed. Since World War II, there has been a trend toward better qualified staffs. At the present time, intelligent and reasonable individuals, regardless of training and education, are being hired as child care workers.

Present Student Care Managers

Unfortunately, there still remain in many government institutions, child care personnel who are appointed and given their jobs as a result of political patronage. They are totally uninterested in helping children and devote their time to reinforcing the status quo and keeping their jobs. This is complicated by the fact that there is a frequent turnover in child care staffs as political administrations change. However, even a politically appointed child care worker who is only interested in maintaining the status quo can provide a certain amount of stability to the children under his care as a result of program expectations.

There are many child care workers who are appointed to the jobs on the basis of Civil Service examinations. Procedures for Civil Service examinations vary from very careful to rather loose. One of the difficulties with civil service child care workers is that they are usually paid low wages and are required to work at other jobs to make ends meet. This distracts from their ability to discharge their child care responsibilities. Some institutions have a combination of civil service employees and political appointees who have a decisive influence on the staff.

Most private institutions hire their child care staff on the open job market and usually find sufficient persons in the community to become child care workers. It appears that adequate child care staff can be maintained on a salary comparable to local police patrolmen salaries.

At the present time, the majority of child care staff are high school graduates coming from a variety of occupational backgrounds. It is not unusual to find middle-aged men with a factory skill giving up a higher salary to come and work with children after their own children have left home and there is a consequent lessening of financial need in the family. These men usually have a solid attitude and perform well. Philosophically, they seem to operate with the intent of doing something meaningful for themselves. This differs from the attitudes of some younger men who wish to do something for others. In my opinion, the former produces better results.

There are some child care workers with varying amounts of post-high school education; some have Bachelor's Degrees. Often, we find people intent upon going into social work or teaching, working temporarily as child care workers while they go to school. In other words, child care work is often an excellent opportunity to obtain experience in the field. There have been attempts made to limit all child care personnel to college graduates. While this may be possible in a highly specialized residential treatment center that can charge high fees, it is not practical for the average residential care institution because of the lack of supply of college people and the failure of the institutions to provide sufficient wages to obtain Bachelor Degreed personnel. In other words, high school graduates will remain as the main child care work force in the future. It will not be acceptable to the public in general to provide the programs and money necessary to put college-trained people into child care jobs.

As a matter of fact, there is presently a shortage of college-trained people working in the teaching and social work fields which are very close to the child care field. If a person graduates from college he can easily find a job as a social worker, welfare worker, or teacher rather than as a child care worker, and receive both more money and more status. I do see a trend of increased education on the college level for child care workers, both in the in-service training area and in the associate degree area. There are programs developing for two-year college associate degrees in the fields related to child care. The critical aspect dictating the success or failure of these programs will be whether existing agencies will give credit for these programs through financial remuneration.

Part II - Supplemental Position Papers
"What Kind of People Will Manage?"

There are certain advantages and disadvantages in retaining a high school graduate type of child care worker. One of the disadvantages would be his tendency to take a narrow institutional view of the children and the world in which they live. On the other hand, this same disadvantage has a counter advantage which is that they tend to have a willingness to stick with the children and the program, and are more patient than college-trained child care workers. At the present time, college-trained workers often appear more interested in advancing their professional status than they are in working with children.

Administration

Child care programs or institution programs have historically been administered by political appointees of one sort or another, whether in private or governmental fields. If a concerned and competent administrator was to be found in the past, it was more a matter of chance than design. Prior to World War I there was no special training for administrative personnel in child care institutions. Between World War I and World War II education-oriented personnel seemed to administer the majority of the child care institutions. After World War II, psychiatrists and social workers seemed to become more active administratively in child care institutions, although educators predominate as administrators.

Today, no matter what the educational training background of the administrator, it appears that he must have one critical ability to run a successful child care institution. That ability appears to be in the area of maintaining proper control over youths while operating an effective treatment program. In my experience, I have seen teachers and child care workers, psychiatrists and social workers, successful at administering a worthwhile program in which the children were relaxed, relatively happy, and living under a set of consistent expectations which offer control. Administrators that are successful, regardless of their education and training background, seem to have the ability to provide a consistent, controlled experience or milieu. In the Wisconsin State Division of Corrections, a great majority of administrators are basically treatment-trained individuals either in social work or education, who have learned how to provide a consistency between treatment and control needs for the institution.

Selection of Child Care Workers

The selection of employees to work in the child care field is a difficult process. Education or technical training cannot be used as significant criteria. The majority of the individuals coming into this field have little theoretical or practical knowledge concerned with this type of work.

In addition to employment interviews, some institutions use written examinations and even on occasion psychological or psychiatric evaluations or interviews. In regard to the use of written examinations, it is my opinion that a written test for information is of little value in determining the qualifications of a prospective employee. In regard to psychological and psychiatric examinations, we believe they are not particularly helpful, unless done completely and extremely well. This is difficult to accomplish because of money and staff limitations. Brief psychiatric screenings do not seem advantageous.

At the Wisconsin School for Boys, we employ an oral interview or oral examination performed by a committee which includes a supervisor of child care staff (one that has come up through the ranks), a social worker, and the institution personnel manager.

One of the attributes this committee has developed has been increasing faith in their collective intuition. In the past, more emphasis has been placed on concrete factual material and less on the interviewers' general feeling about the prospective employee. The intuition of the committee members at this point seems to produce better results than an objective factual approach.

This being a rehabilitation institution, our philosophy includes employing former students who seem to have grown up and stabilized. We have continued with this philosophy, although up to the present point our success with these individuals has been inconclusive.

Along the same lines, we feel that it also would be within reason to hire physically handicapped individuals. While we have done this, we feel that it must be done selectively since certain physical handicaps are a very serious drawback in handling aggressive or active boys.

One of our more successful types of employee has been the middle-aged man who has been in business or has had a skilled trades job for many years and has become disillusioned with only making money without job satisfaction. These persons usually have grown children and have few financial problems. They seem to be able to give of themselves and receive a great deal of satisfaction from working with kids in trouble.

Although it is easy to pin labels on persons, it is most difficult to determine an individual's personal qualities. Our examining committee makes a special attempt to look for sincerity, on all levels, and stability. This stability includes a type of maturation which would allow the individual to admit a mistake easily. "Mistakes" are commonplace when working with children; therefore, it is most critical that a child care worker has the mental attitude that mistakes are inevitable because of the humanness of the worker, and that it is to the employee's advantage to deal openly with each mistake and not become defensive. Some of the people that have tended to produce problems for us and who we normally attempt to avoid are:

1. Persons who voice exceedingly strong religious convictions. It is not uncommon for persons who want to save the world or stamp out evil to apply for this kind of work. To separate sincere, healthy religious attitudes from fanatical attitudes is difficult but important.

2. Candidates with quick answers and simple solutions to all of the problems which they might face. These people tend to be impossible to supervise and show no understanding or concern for the children.

3. A certain group of individuals who, despite their good intentions, have not matured sufficiently to work within the framework of an organization and who, in their desire to help the children, actually destroy the organization. This immaturity has nothing to do with chronological age. We have, in fact, hired 19-year-old men to supervise 19-year-old boys and it has worked.

4. Another applicant who presents problems is the person who has an overwhelming desire to help other people without any recognition of why he desires to work with problem children.

5. The last group that we should be aware of are educated failures. Occasionally we find college people who possess technical and educational requirements, but have not found themselves in the process of going through a series of failures. They tend to look for a job below the level for which their education normally would qualify them. These people often show a certain instability which has driven them to apply for a job below their educational qualifications.

Training Program

At the Wisconsin School for Boys we have developed a training program which includes sixty hours of formal classroom instruction in addition to one hundred twenty hours of on-the-job training with an experienced child care worker. After two years of experience, another fifty-five hours of retraining on a formal classroom basis or at a more advanced level is presented. In addition to routine familiarity training, considerable time is spent on institution philosophy, the philosophy of the superintendent, and describing the relationship of their job to the entire social and political system in which they work and live.

Discipline and control is discussed on both the psychological and practical level. It is discussed as an integral part of treatment and at great lengths. This is an area often neglected by treatment institutions. Counseling and communications with boys is also discussed. The treatment program and the treatment processes, the educational programs, probation and parole, religious programs, first aid, food serving, and many other subjects are covered during this initial period of time.

During the entire classroom section of training, discussion and interaction are used as the basic tools. Varied techniques, including tape recordings, movies, and role playing, are used. We soon intend to use video tape for training. I often take the role of the "devil's advocate" or "gadfly" in training with the men, and attempt, in training sessions, to bombard them with attitudes and feelings that would normally come from the boys that may make them uncomfortable. Their response to this portion of the training is very good.

During the retraining period, after two years, many of the subjects that were dealt with in earlier training are restated and we find that much information originally disseminated was lost as a result of lack of experience and inability to integrate the classroom material with the job. Although self-examination and self-analysis were given some consideration in the initial training, they are strongly re-emphasized during the period of retraining.

Summary

In general, it appears that it would be best for child care staff to come from and represent a variety of points of view so as to give the children under their care some contact with varied adult figures. It is most important that they learn people are different and must be accepted as different.

It appears to me that administrators of successful child care institutions, with significant treatment and educational programs, all have the ability to offer consistent, reliable control in a calm and efficient manner. There have been examples in some recent programs where failure resulted from a lack of knowledge of the need to set up consistent administration and control of the children.

Administrators of child care or residential educational programs need not come from any specialized field of training. They should, however, when they become administrators, work diligently to retain close personal relationships with some of the children under their care. Administrators too frequently become philosophically and practically distant from the children and as a result also become distant from the child care workers in the institution.

It appears, particularly in government institutions but also in private institutions, that various forms of employee organizations or unions will take on increasing importance in the development of programs and program ideas. This should not be viewed as a threat, but as a valuable asset or tool in the further development of more competent programs for children.

Child care workers in residential educational institutions will, of political and financial necessity, be in-service trained high school graduates. It does not appear that the public will support much more than this except in a few institutions with highly developed programs. As a result, it would be wise to accentuate the need for better, more complete in-service training programs.

"WHAT WILL IT COST?"

by

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The problem of determining costs for establishment of a residential vocational school become very involved when the commitment to the students is for total care on an around-the-clock basis. Several areas in the financial operation and administration of this type of school need to be explored and developed. It is the purpose of this paper to focus attention on some of these specific problems. To this end, the following topics are presented:

1. Federal Legislation
2. State Funding and Operational Income
3. Operating Expenses

The Implications of Federal Legislation

Presently the question of federal funding for residential vocational education appears to be academic, since only enabling legislation has been enacted by Congress. However, states that may be interested in approaching vocational education from this viewpoint should be thoroughly familiar with the entire Vocational Act as amended in 1968.

Two separate authorizations have been appropriated by Congress. First, in Section 151(a) and 151(b) reference is made to "Demonstration Schools."[3] The appropriations are:

1. Fiscal year ending June 30, 1969 - $25,000,000.
2. Fiscal year ending June 30, 1970 - $30,000,000.
3. Fiscal year ending June 30, 1971 - $35,000,000.
4. Fiscal year ending June 30, 1972 - $35,000,000.

TOTAL: $125,000,000.

These demonstration schools are to be constructed for the purpose of illustrating the feasibility of residential vocational education for youths at least fifteen years of age and less than twenty-one years of age at time of enrollment, who may benefit from this form of vocational education.

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[3] Public Law 90-570, 90 Congress, H.R. 18366, October 16, 1968, pp. 19-21.

Grants will be authorized by the Commissioner to State boards, to colleges and universities, and with approval of the appropriate State board to public educational agencies, organizations, or institutions, to reduce the cost of borrowing funds for the construction of residential schools and dormitories. The Commissioner, in making these grants, shall give consideration to the needs of large urban and rural areas having substantial numbers of unemployed youths and high school dropouts. A geographical distribution of these schools throughout the United States will also be a determining factor in awarding these grants.

It would appear that Section 151 is a separate and unique part of the Vocational Amendments which the Commissioner will administer along very broad, general lines. However, other provisions of the Act give clues as to what may be included as eligible expenditures in this section. Funds for classroom buildings, dormitories, land, recreational facilities, equipment, operational supplies, and student support funds (for food, clothing, transportation, etc.) meet these requirements under the Act. It would appear that the appropriations should provide for one school of approximately 1,200 students and a second school of 800 students in fiscal 1969. Thereafter, two schools per year could be funded through fiscal 1972.

The second portion of Section E pertains to state vocational programs and provides $15,000,000 per year for fiscal 1969 and 1970. The allotment to the states under Section 152 will be in the same ratio as the population of the individual state bears to the total population of the United States. In addition, the federal government's share of the grant is not to exceed 90% of the costs incurred in any one fiscal year. Thus, a state with a population of two million shall receive approximately 1% of the $15,000,000 or $150,000, which will enable it to construct a facility worth $167,000. It appears that Section E is designed to assist the states in adding a modest residential facility to an existing vocational education facility and not to plan, construct, and operate a new complex.

In Section 153, the federal government intends to assist the financial debt service of the states in constructing residential facilities. It proposes grants to the states of sums in excess of 3% in debt service charges over a maximum of forty years on loans financing the construction of residential facilities. The amount of the loan cannot exceed the value of the construction and the Commission shall determine whether the construction was "undertaken in an economical manner and will not be of elaborate or extravagant design or materials."

It would seem, from the brief description above, that the federal government's intent was to assist the states in operating a residential facility incorporated as an adjunct to an existing vocational institution. Further, it appears that the provisions of Section 123 are applicable to this portion of Part E of the Act. Hence, further federal financial assistance is available to a residential school which also qualifies for the many provisions found in Section 123. Part E, Section 152, gives additional assistance to the operation of the residential facility in such areas as instructional training, library acquisitions, training the physically and educationally disadvantaged, etc.

State Funding

With 50 states operating various vocational-educational plans, it would be presumptuous of the writer to recommend various means of funding a residential school program. Each state has its own fiscal problems, but so little has been said concerning the financial impact of a new residential facility on state fiscal policy that a few words seem to be in order.

It should be recalled that the residential vocational school, as described in the Amendments to the Act, is for educationally disadvantaged youth, ages fifteen to twenty-one at the time of enrollment. To our knowledge, the type of school envisioned by the legislators does not exist in its entirety. Some of the essential features of such an institution are present in examples throughout the country. However, their fiscal experiences are not at all comparable to the proposed school. The point is that most state administrators of vocational education will meet an entirely new educational experience with its concomitant fiscal problems. The financial impact of these problems should be anticipated and planned for in advance.

The revenue to the states for operating one of the demonstration schools appears to be of little consequence. The Act provides for complete funding through 1972. This means land, buildings, equipment, salaries, operating expenses, and student support funds. What happens after 1972? It appears the states will then assume the financial burden. This can become significant in the continued operation of these schools.

A reasonable approach for some of the less populous states, which are agriculturally oriented, would be to operate one school for several states on a cooperative basis in order to achieve optimum size, provide a wide range of vocational courses as determined by area needs, and thereby lower costs. Each participating state could contribute to the financial operations on the basis of their proportionate share of the student population, or by some other equitable formula.

The cessation of federal funding will necessarily result in higher vocational costs to any state. Additional revenues must be provided to cover the burden. The tax impact can be lessened if each state then applies for financial assistance under the various programs outlined in Section 123 of the Amendments to the Act. Consideration should be given to the possibility that the community of residence of the pupil should bear a substantial portion of that student's costs.

Residential School Operating Expenses

State administrators of vocational education are familiar with the "normal" costs of vocational education. However, some of the operating cost features should be emphasized since state administrators have had little or no experience with these items. The discussion that follows will emphasize these expense categories:

1. Student Services
2. Recreation
3. Health Services
4. Dormitory Construction
5. Dormitory Supervision
6. Food Services
7. Student Support

Student Services

The term "student services" covers a wide range of activities. However, two of these need emphasis. While most schools offer, in varying degrees of completeness, both psychological and job placement services, these two functions become increasingly important in a residential operation.

Student counseling for vocational aptitude, educational background, and personal advice while in residence, will require a much larger and more qualified staff than most schools currently employ. A student on campus twenty-four hours per day will require personal and psychological counseling to a degree not being offered by today's educational system. Staff salaries and counseling facilities will increase costs. The nature of the student dictates the need for this service.

In addition, the instructional staff members must act as part of the total social service team. This will entail time, effort and, hence, additional expense in order to do an effective job.

The second function in this category is the job placement service offered by the residential school. Employment is a primary goal of this type of school. Part-time work on campus will serve as a training ground for the development of positive attitudes, and provide a bridge to full-time employment for graduates. Further, there is a necessity for establishing follow-up procedures on all graduates. Such information will assist the school administration in evaluating the effectiveness of their curricula. Skilled professional workers and technicians will need to manage this service. Current expenditures for this service will increase in most states.

Recreation

Students must be served twenty-four hours per day. In addition to eight hours of schooling, provisions must be made for out-of-school activities that will occupy some of the student's remaining sixteen hours.

A student union and an indoor swimming pool appear to be highly desirable. These two facilities are specifically mentioned because some states are reluctant to finance such activities.

Staffing for recreational activities will also increase the cost burden to the state. Skilled personnel must be hired specifically to supervise these programs. Instructional and administrative staff can be added to supplement the recreational staff in specific programs, but the planning, coordinating, and evaluation of the various programs require professional competence.

Intramural and interscholastic athletic programs will be greatly expanded in a residential school compared with a "commuter" institution. Training the body as well as the mind requires more than formal gym classes or a "touch football" game. Participation by all students in a formal intramural program benefits all, but increases the cost per student. Interscholastic competition will build school spirit and occupy the student's time on campus, as well as teaching the lessons of competition to students whose ego development is lacking. Relating this to finances, it can only increase the costs beyond today's administrators' current experience.

These recreational requisites for a successful residential school's operation will have to be sold by the vocational administrator to his legislature or other governing body. When costs are to be cut, this area assumes the position of a primary target. But to cut costs here will, in the long run, be "penny wise and pound foolish."

Health Services

The underprivileged student envisioned in the Vocational Education Act, as amended in 1968, will enroll with dental and medical deficiencies which have to be corrected while in residence. Major dental deficiencies will include tooth decay, poor alignment, and diseased gums. Some residential schools in this country have incurred large per capita costs for dental and medical care. Dental expenses may run as high as $200 per student. Medical expenses could reach $175 per student. A reasonable cost per student might be $212 annually for both services. Dental facilities at the school must be provided. A dental surgeon can be brought on campus from the community as the least costly method of filling this need.

Medical facilities are necessary. An adequate facility must be provided to care for the "intermediate" type cases. A two-room, six-bed infirmary would be a minimum requirement. Out-patient facilities must be available continuously. This will require a full-time registered nurse as a minimum staff position. A doctor from the community may be able to service the student body on a part-time basis. A working arrangement with a hospital in the local community to take care of serious illness and emergency cases must also be a concern of the school's administration.

Expenditures for these two services will be considerable. A realistic estimate of total cost for health services in a school with a population of 1,200 students will approximate $260,000 per year.

Dormitory Construction

Most vocational institutions do not currently have these facilities in their building complexes. Further, today's college and university housing facilities are not comparable to those required by a residential school catering to both sexes, ages fifteen to twenty-one.

Since the age group envisioned in the Act does not take into account the physical and sociological differences of these students, the dormitory complex in a residential school dictates construction of two dormitory areas, with separate facilities for males and females in each group (Group 1, fifteen to eighteen; Group 2, eighteen and over). Further, the type of construction of the dormitories should not lead to the creation of a "dormitory slum" area by crowding the students into large communal living quarters. This is the environment from which these students will have come and is one of the reasons for taking them into a residential school environment.

It is suggested that the state administrators hire consultants (sociologists and architects) to assist in planning a functional dormitory complex and not leave such an integral part of a residential school plan to the ordinary school designers. The cost of this type of planning and construction will exceed the usual type of dormitory in use today.

Dormitory Supervision

Many administrators of residential schools indicate supervision of students in residence is a critical concern.

Personnel assigned to dormitory supervision in a residential school cannot be of the type of person generally hired for this purpose. Today most schools pay relatively low salaries for this function and, consequently, attract few really qualified people. Further, a person with a sociology, psychology, or other professional degree is generally overtrained and "overtheorized" and cannot relate to the needs of disadvantaged youth. A balance between theory and practice requires an intensive and continuing in-service training program. Dormitory supervisors could be trained properly at the paraprofessional level.

In a sampling of schools, salaries of such supervisors range from $3,300 to $8,028. The better paying institutions included room and board. In several cases, teachers were assigned as "dorm" counselors and the compensation for this assignment was included in the teaching salary. None of the schools could report an entirely satisfactory arrangement for dormitory supervision.

It is the writer's opinion that the training of such paraprofessionals could receive financial assistance under Section 123 of the 1968 Act. However, the cost of such personnel is an added one peculiar to a residential school, of which administrators must be aware.

Food Services

Perhaps the one facet of residential school operation that receives more criticism from students than any other is the quality and quantity of the food service. Furthermore, the physical facilities of the food service area can be the one source of a real "home-like" atmosphere or can leave the impression of one's having dined in a cattle barn. This is another problem that many residential administrators have struggled with for many hours, and for which no real solution has yet been found. To mass feed 1,200 students three times a day, in pleasant surroundings, and with wholesome and palate-pleasing food, will not be easily accomplished. Here a compromise with cost is most necessary, yet it need not be an insurmountable problem.

The dining room facility should be such that the food service is efficient and fast, but also has an individuality about it. A cafeteria-style service with tables for four or six can serve as a blend of efficiency and individuality. A little imagination on the part of the menu planners and cooks can make the food pleasing to the eye and palatable to the taste without a great increase in cost. School lunch programs with donations by local food processors and distributors can cut the costs. Adequate storage space, allowing for quantity discounts on purchases, reduces per student meal costs quite substantially. In this respect, the purchase of food supplies is a special art and the head of food services should have this responsibility rather than including this function under a general purchasing agent's duties.

An additional facet of food service is a snack bar or other food facility that should be included in the general student union. With growing youth, the evening snack is important and should not be overlooked in the planning of the school. Its cost may be reduced by nonprofit operation of such a facility and staffing it with paid student help.

Student Support

The amended Vocational Act of 1963 stipulates that the residential school be established without cost to the student "and may include but is not limited to other reasonable costs of services and supplies needed by residential students, such as clothing and transportation."[4]

Currently few institutions except penal and some federally-sponsored schools offer such assistance to their students. This cost, unique to this type of residential operation, can become a sizeable item in the school's budget. Further, the type of clothing furnished should be individualized. A school might establish a store and offer the students a variety of dress from which to select their wardrobe. This method of de-institutionalizing the dress and appearance of the student body is practical and allows for control of extremes in dress.

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[4] Part E, Section 152d(2), p. 21 of Amendments to the Vocational Education Act of 1963.

Personal grooming products, such as laundry and dry cleaning services, may be included in items furnished the student. The procurement, dispensing, and control of these items add costs not experienced in present school operations.

Transportation costs for residential school students may be substantial. Operating and servicing costs for vehicles can be held to a minimum if all transportation activities such as instruction, recreation and weekend leaves are consolidated.

Conclusion

This discussion has purposely avoided exploring the details involved in the overall cost of operating a residential school. Rather, specific aspects of the financial problems were presented in order to highlight some of the expense and revenue problems that state administrators must consider in planning a school.

On the basis of a survey conducted with some residential schools offering programs comparable to those specified in the Amendments to the Vocational Act of 1963, some tentative cost figures can be delineated. Gross operating costs for a student population of 1,200 will approximate $4,800,000 per year. If a modular plan of development is followed, the gross operating costs for each unit of 300 students will be about $1,500,000.

The price of land varies so greatly in different parts of the country that affixing a firm cost figure for purchase of necessary acreage is difficult. As a general rule, one can expect that expenditures will be higher for land close to centers of population than will be true for land in rural areas. Cost per acre will probably range between $800 and $1,500.

No attempt was made to establish a cost figure for equipment. Curricular offerings will vary from school to school, as they are structured to meet employment opportunities in the geographical areas they serve. Consequently, outlay of money for equipping shops cannot be predicted until a school site has been selected and a determination of school offerings made.

"WHAT ARE MY CHARACTERISTICS AND NEEDS?"

by
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In recognizing the characteristics and needs of potential vocational school students in the "teen-age bracket," it must first be admitted that it is usually other-than-normal family, social, academic, financial, or psychological factors, or a combination thereof, that have brought about the need for special vocational school placement in the first place. It can be assumed that a large percentage of the boys and girls to be considered are potential or actual school dropouts and only a small number will be actively or voluntarily seeking academic or vocational placement and/or instruction. The rest are presumably enjoying their "freedom" and would, at least at first, be somewhat reluctant to accept even the idea of vocational training. It, therefore, follows that the first characteristic of the "student" would be a mild to strong anti-establishment attitude, particularly if he or she has been raised in an insecure, permissive, and nonaffectionate atmosphere that resulted in rebellion against authority, a lack of educational motivation, and an absence of goals or ideals.

The need, in this instance, is obvious; it is for an outside influence to establish incentive and desire to take advantage of whatever vocational program is being offered. There must be a concrete answer to "What's in it for me?" because a primary trait of the problem student is a selfish, ego-centered, and, in many cases, pleasure-seeking personality. This is their concept of freedom - shallow, sometimes unreasonable, with no thought beyond the present. Here, motivation is the key word and, frankly, it will take a good "selling job" to successfully reach the type of boy or girl the proposed program is designed to help.

Even with the constant and intimate counseling of the staff and school faculty of Cal Farley's Boys Ranch, it is frequently extremely difficult to get the capable student to perform and achieve even to absolute minimum academic standards. It takes much time and effort to bring the mentally normal school dropout to the realization of his need for education and what personal benefits can and will be derived. We have documented cases of boys with 110 to 125 I.Q.'s who, because of defeatism, lack of motivation, absence of desire or ambition, or family rejection from an early age, are actually incapable of passing any subjects in school. Only after incentive and motivation is established will they begin to achieve something of their academic potential; and even then, the goal they set or will be satisfied with is a C-minus average. The common remark in these cases is, "So I passed--big deal!"

Another characteristic of the "student" is an inability to maintain an interest in any one thing very long. Let us assume that motivation has been established and the student is enrolled in the vocational program. At first his interest is high because it is something new and different, but this interest will take a downward trend after a few days, as it did in school, and he will sit in vocational class with the same detached and disinterested attitude that created some of his problems in school. A primary reason for a waning interest in anything is usually a short attention span that has been actually developed and cultivated over a period of years. This has not been intentional or deliberate. It is a wholly unconscious result of the student's negative attitudes toward classes in particular and education in general, maintained over a sufficient period of time to the point where it has become an ingrained part of his personality and character. The one statement we, at Cal Farley's Boys Ranch, see and hear more than any other regarding a normal I.Q. student who is failing and disruptive in his classes is, "He has a very short attention span." Consequently, the routine of school work is boring and uninteresting, creating a cycle of mediocre work, thence to greater lack of interest, from there to poor work, and then a complete deterioration of interest, and so on, ad infinitum.

The need here is the establishment of a curriculum and instructional methods that are designed to keep the interest of the student. This, in a way, could be an entirely new educational concept by dramatic approaches to routine instruction, heavy dependency on visual aids, unexpected "twists" in presenting material, and, in certain ways, employing a "surprise" effect periodically. It is well known that the most successful and best liked teachers are those who deviate from the usual way of presenting instructional material to a class. For example, a class in carpentry is learning about grain in wood. The instructor suspends usual textbook work and shows a film of tree growth explaining the annual rings; why some wood is harder than others; what are the oldest trees and where they are. Another class could deal with ancient and primitive tools of various cultures and how these tools were used. In classes in electricity, spectacular but simple experiments could be performed. Humor and a little fun have a definite place in this sort of instruction, and individual participation in class projects is desirable. The idea is to set up a program where the students don't know what to expect next and they will be eager to attend each class to find out, thereby learning without knowing they are.

A third characteristic of this particular boy or girl we are talking about is the tendency to give up easily and quit under the slightest pressure or discouraging incident. Here is where the instructor must be able to supplement the role of the regular school counselors because he is in a position to spot the "give up" attitude almost before it starts, if he is looking for it. So few of the "dropout" type of students have ever had someone to recognize their achievements, however small, that to them, it's easier to say, "Well, no one cares anyway," than to try to see the personal rewards of achieving for themselves. In this case, recognition is the key word because in the majority of cases, this recognition has been missing most of their lives. We, at Boys Ranch, have learned, the hard way, that everyone desires and needs recognition of some sort periodically, and without it, the "give up" attitude becomes stronger and stronger until finally the individual loses all ambition, the ability to accept wise counsel, and the desire to "be somebody."

Little need be said about the need in this instance. Teachers and counselors with high empathic qualities will react naturally to the "give up" student. Personal concern with each student's problems, and sincere interest in the student himself, will go a long way toward keeping the student actively participating in class and achieving to the best of his or her abilities.

Emotional problems in varying degrees is another characteristic encountered in the so-called disadvantaged student. All of the foregoing characteristics that have been discussed are directly related to these emotional difficulties. Even the child raised in a stable, secure, and affectionate atmosphere has a few emotional problems, especially between the ages of 13 and 17, depending on individual maturity. It is, therefore, easy to see that the teen-ager from an insecure and tension-filled home situation will have problems many times more severe in intensity. This will affect rational thinking, bring on impulsive actions, create mental turmoil out of seemingly insignificant unpleasantnesses, and prevent the boy or girl from reacting in what is considered a normal way. As a side note, the records of Boys Ranch indicate that the number of emotional problems involved in referrals to the Ranch has increased nearly threefold in the past seven years and the newspaper stories concerning the growing number of teen-age suicides, matricides, and patricides speak for themselves.

The need here, therefore, is to provide an atmosphere of stability, good management, confidence, and sound planning in the vocational school curriculum, activities, and even the instructors themselves. It is upsetting to normal adults to take a small appliance in for repair and find that the repairman doesn't know where his parts or tools are. It is frustrating to go to a county clerk's office to get a certain legal form and find that the person on duty has only a vague idea of what you're talking about. It is irritating and uninteresting to go to a meeting when the chairman is unsure of his agenda and speaks in a halting voice, lacking confidence. If this sort of thing "bugs" adults, what would an atmosphere of uncertainty do to the attitude of students with varying emotional "hangups"? The students must know where and how they stand through the stability and certainty of the program and personnel.

Finally, something should be said about the status of the schools themselves. If, as, and when the proposed vocational school system is established, the procedure of intake of students should be set up so that the prospective enrollee feels a pride in attending such a school and feels that he or she has been fortunate to be selected. Publicity to news media can create this image with the public and pre-enrollment interviews should expand this image in detail, thereby making the student want to attend, not only for the instructional benefit derived but also because he or she has been deemed worthy of consideration. Very few boys really want to come to Cal Farley's Boys Ranch even though they may realize they need what Boys Ranch has to offer. But when the impression is created that each boy has been selected from 17 to 20 applicants - through correspondence with the family or referring agency - then the boy, even a belligerent one, comes to the Ranch with a good and receptive attitude that gets him off on the right foot. He then tries to live up to the confidence we have placed in him by permitting him to become a Boys Rancher.

Regardless of the facilities, curriculum, personnel, and program, the paramount thing to keep in mind always is that each student is an individual, not part of a group; each student is a person with problems or he wouldn't be in the program in the first place; each student is a boy or girl with potential who can be an asset to his or her community, a taxpaying citizen with responsibilities, a parent providing a stable, affectionate, secure home for children. What is done now will have its greatest effect in the next generation.

"HOW WILL I BE SELECTED AND ADMITTED?"

by

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During the past five years, Georgia's vocational-technical schools have been seeking new and better ways to implement an admissions program that provides the necessary information to the school and at the same time is flexible enough to assist all prospective students in gaining admission. North Georgia Technical and Vocational School, the state's pioneer residential vocational-technical school, became involved in several studies and surveys relative to admissions and found that, for many years, the admissions program provided was often inconsistent and inefficient. One such study indicated that, of the students who made application to the school but failed to enroll, nineteen percent failed to enroll because of inadequate information and communication during the admissions process. Above everything else, the admissions program that is currently maintained at North Georgia Technical and Vocational School stresses complete and accurate information for the applicant.

In attempting to establish an effective admissions program, we found that the first problem was one of defining a philosophy of admissions for our particular school. The field of education has several different concepts of admissions, many of which are not applicable to the vocational-technical school. Briefly, I will summarize two of these concepts and their dimensions, and their relationship to North Georgia's modified approach. Each concept has a different decision emphasis.

The selection concept refers to the situation in which there is a question of complete acceptance by or rejection from a particular institution. There are two dimensions of this selection concept. In one case, the institution takes complete responsibility for accepting or rejecting the applicant. This concept is not applicable to the vocational-technical school because of the broad range of courses offered by the school. Students rejected from one course often qualify for other courses within the school, once they have been given the opportunity to evaluate their abilities against other courses offered. This concept is based on the assumption that the selection instruments used are accurate and those familiar with the appraisal instruments are aware of their shortcomings. The institution employing this selection strategy usually receives a large number of applications, thus enabling it to establish high standards and select those with a high probability of success.

The second dimension of the selection concept leaves the choice of selecting or rejecting a course in the institution to the applicant. We do not choose to employ this strategy because of the broad range of students served by our school. Their educational backgrounds, abilities, interests, and aspirations vary considerably and with this open-door policy many students would select courses in which they could not succeed.

Part II - Supplemental Position Papers
"How Will I Be Selected and Admitted?"

The first dimension of the placement concept gives the school complete responsibility for placing the student in an appropriate course. This technique fails to consider the student's own interests, desires, and experiences. It also excludes those nonintellectual factors which often spell success or failure.

The second dimension of the placement concept of admissions is one in which the choice of course within the institution is left to the applicant. This liberal dimension of the placement concept allows the student to select freely any of the courses offered. This strategy fails to provide the student with essential information necessary for making a rational decision.

In selecting an admissions philosophy for North Georgia Technical and Vocational School, we looked closely at the placement concept, allowing the basic principles of guidance to form the underlying rationale for our method of student admissions. Since the admissions program is a part of the overall student personnel services function in this institution, and our services are predicated on guidance and counseling principles, we modified the placement concept to provide the best possible assistance to each individual applicant.

According to our country's democratic concept, the individual is free, within limits, to plan and pursue his destiny. Therefore, those concepts of selection or placement with decision-making power resting in the hands of the institution do not apply in our situation. Most people accept the premise that, even in a democracy, individual freedom of choice is limited by one's abilities, interests, educational and cultural background, and the opportunities available. The "modified placement" concept of admissions which we have adopted is one in which the student personnel specialist defines the range of choice that the applicant has and assists him in examining his choices, inside or outside the school, and in making a realistic decision. In this way, the burden of decision rests with the individual, not the institution. This concept allows some applicants complete freedom of choice, other applicants limited freedom, and a few applicants no choice at all in the regular programs of training requiring specific standards. Those students who fail to qualify for regular courses are assisted, through individual counseling, in making appropriate decisions about special training programs or lower-level training in existing programs.

This "modified placement" philosophy of admissions has resulted in:

1. Enrollment of students who better understand the basis upon which their decisions are made.
2. Enrollment of students into courses for which they have the required abilities and interests.
3. The greatest possible utilization of the school and its facilities for the individual.
4. A higher retention rate and more successful graduates.

We have also found that this method of admissions assists greatly with identifying applicant deficiencies and students with what may be termed as "borderline" qualifications. Certainly in those cases where academic deficiencies are identified, we work with the individual for placement in remedial studies, often within the desired program of training but at certain levels. Those students with borderline qualifications are given the opportunity to choose the course in which they are interested, but are advised of weaknesses in order that they may be prepared to spend more time in improving these deficiencies. In many instances, these individuals are able to successfully reach their chosen occupational goal through extra effort and determination.

With all the good features of this admissions philosophy, we must recognize that it cannot accurately predict success in all cases. The built-in guidance and counseling features, along with course structure and content, does allow, however, for transfer to other courses within the school if a mistaken choice is made. We must assume that a certain number of mistaken choices will occur regardless of procedures and techniques used in assisting applicants. Immediate attention to the individual with this problem, and a training program that allows relative freedom of movement from course to course, have allowed us to keep many individuals in school who otherwise might have become discouraged because of failure, lack of interest, or other problems.

The Vocational Amendments of 1968 have added still another dimension to our admissions philosophy, particularly with regard to meeting the needs of certain disadvantaged and handicapped individuals. Although North Georgia Technical and Vocational School has, throughout the years, continued to serve those persons identified as "disadvantaged and handicapped," it is important to recognize that more of these persons must be assisted in finding placement in adequate training programs.

It is our intent to continue with the modified placement concept of admissions with these persons; however, the range of choice for these applicants may be broadened through special course offerings, remedial programs, and other special programs. As certain handicaps and weaknesses are identified in the admissions process, applicants will be assisted in making choices of programs in which these factors will not be detrimental to possible success.

In order to be effective for special needs students, the admissions concept should relate directly to the types of courses and special programs offered. One such special program which is being developed at North Georgia Technical and Vocational School is a "Work Orientation and School Adjustment" short course. The admissions philosophy for this program is, in reality, more typically an open-door policy for initial entry, but changes to the modified placement concept in a later stage. This program will be headed by a counselor-coordinator and will consist of combinations of instructional units in developmental math and reading, attitude development, social adjustment, work habits, study skills, and practical, laboratory experiences. It is designed for students with mental and physical handicaps, socially and culturally deprived students, and students with poor educational backgrounds. These combination instructional units will be offered for an average of three months, allowing sufficient time for most of these students to make some progress and gain knowledge and experience about various occupational fields. For the slower student, one who may not have sufficient ability to pursue any occupational objectives beyond this period, this program will terminate with job placement at a level commensurate with his ability and skills gained. For the majority of these students, this period will allow them opportunity to explore, gain new skills and insights, and develop to a level sufficient for placement in the regular programs offered in the school. At this point, the modified placement concept of admissions is employed to admit the student to a regular program in which he may be expected to make successful progress. In many instances the objective at this point will be placement for "some" level of achievement in the regular programs.

It is important to note that this special Work Orientation and School Adjustment program can best be utilized in a residential school. The social development can best be related to actual campus experiences which include all types of recreational and social activities.

Once we had defined our admissions philosophy, we found it necessary to make certain adjustments in admissions procedures and requirements. A definite need was established for developing an organized admissions procedure that provides for:

1. Clear-cut admissions policies, requirements, and procedures for entrance into the school.
2. Processing applications expediently from the initial request for information to enrollment.
3. Early testing dates for prospective students.
4. Pre- and post-admissions counseling.
5. Interpreting all entrance test scores to applicants.
6. Early action on the application after all information is obtained.

The admission requirements and policies were formulated by an Admissions Committee composed of the student personnel specialist, instructional supervisor, and five instructors representing the broad occupational areas of technical, trade and industrial, business education, and health occupations. The special knowledge that each possessed enabled the school to establish a more functional admissions procedure. The instructors have a specialized knowledge of their fields and the changing occupational requirements, whereas the personnel specialist possesses professional knowledge of appraisal procedures and skills in assisting persons with the decision-making process. Each, therefore, contributed his unique knowledge in establishing requirements and policies. The Admissions Committee idea also served to strengthen communications and understanding between the instructors and the student personnel specialist. Without mutual understanding, the admissions program could have become a source of conflict because in a centralized admission program, where all of the authority is vested in one person, it would have been easy for instructors to blame this person for the quality of their students. Since the instructors have a role in established policies, they are less likely to criticize the policies they have helped develop.

As a residential vocational-technical school, established primarily to serve a post-secondary population, we have established the following general requirements for admission to the regular programs of study:

1. Age - minimum, 16 years, no maximum age limit.
2. Education - high school graduation preferred for all technical courses, minimum of seventh grade for most skilled courses, and no minimum grade limit for skilled courses and special programs for disadvantaged.
3. Admissions test - The General Aptitude Test Battery is administered to all applicants during the admissions process. Although cutoff scores are recommended for each course, other factors such as educational background, work experience, interest, etc., may be considered in lieu of score achievement. This test is used primarily as an admissions counseling tool and not as a screening device.
4. Personal interview - When deemed necessary, applicants are asked to come to the campus for an interview, often for an interpretation of scores on the aptitude test. Since many students live a great distance from the campus, we do not require the interview; however, we do encourage all applicants to visit before enrollment.
5. Health information - All students are required to furnish a report of the tuberculin skin test, and students enrolling in practical nursing, medical laboratory assistant, and cosmetology are required to furnish more complete physical examination information.

This information is used in such a way that the student is assisted in looking at what he can do in the school rather than at what he cannot do. The student personnel specialist who serves as the admissions officer focuses on the positive rather than the negative. This person must be a student-centered counselor rather than a selection officer. The primary consideration in each individual case is the type of learning to be done by a student in the particular course which he professes a desire to enter. The levels of instruction in all courses have been established as reasonable in light of duties performed in the occupation.

It should be noted here, however, that we are continually adjusting all courses of study to provide lower levels of training for the disadvantaged and handicapped students. For example, if a student indicates a desire to study automotive mechanics but does not have either the basic education necessary to learn theory or the mental ability to pursue the regular course of training, he may be accepted for the course with the objective of providing training as long as he can benefit from it. When this is achieved, he completes his objective and is placed on a job as a mechanic's helper or in a special phase of mechanics in which he could possibly be successful. The admissions program, and the personnel specialist who is in charge of admissions, must take this philosophy into consideration in order to meet the needs of many applicants.

Our admissions procedure for processing applications is focused upon immediate and positive service to the applicant. Each step, from initial contact with the applicant to his eventual enrollment, is clearly defined. This process includes positive form letters regarding test schedules, interview dates, and general information about the school and admissions requirements. The mechanics of handling and auditing admission material to insure accuracy and immediate attention is clearly defined, and all records are filed in a manner to provide necessary information when needed.

Other vital ingredients of our admissions procedures are the pre-admission and post-admission counseling services. The primary purpose of pre-admission counseling is to insure that the applicant makes a realistic choice of course. The student personnel specialist has the responsibility for assisting each applicant in knowing the basis upon which his decision is being made. He can increase the applicant's chances of a realistic choice by increasing the applicant's knowledge of the world of work and his awareness of his abilities and interests. To successfully perform pre-admission counseling, the personnel specialist must possess a verbal knowledge of all the occupational areas in which our school offers training. He must understand the nature and importance of different occupations and explain to the applicant the relationship of different jobs to our total economy. He must be able to emphasize not only the monetary rewards of the job, but also the social and psychological rewards it offers. He must make use of our school's brochures, catalog, occupational information, and follow-up information on employment of former students, and must devise ways and means to encourage applicants to visit the campus and departments to gain firsthand knowledge of the occupational training areas.

It is during the pre-admission counseling stage that test interpretation is used in a way to assist the applicant with evaluating his abilities with regard to specific programs offered in our school. Test results are interpreted to all applicants who express a desire for this, and especially to those individuals who appear to be making unrealistic choices before enrollment. Several test interpretation procedures for the General Aptitude Test Battery have been developed by the Leadership and Guidance Service of the Vocational Division, Georgia State Department of Education. These include group, individual, written, and feedback information for the high school counselor's use in working with the applicant.

Post-admissions counseling is utilized to assist those students who have made mistaken choices, or who are not making successful progress in a course, in examining other opportunities available in the school. This is a cooperative effort between the student personnel specialist and the instructor. Instructors are made aware of the necessity for perceptiveness during the first month in order that any student problems may be referred to the personnel specialist. During this period the student personnel specialist reviews all records of student progress, assists students with transferring to other courses if necessary, counsels with students who have failing grades or personal problems, and has exit interviews with students who drop out of school. These exit counseling sessions are excellent sources of information about problem areas in the school or specific courses and often provide both instructors and the student personnel specialist with better insight into student orientation needs. Our main objective with the post-admission counseling service is to provide a "preventive approach" to eliminate many problems that may develop at a later time.

In summary, I should point out an obvious pattern that pervades our admissions program. The major success that we have realized has not been due to the mechanics of carrying out procedures, but rather to the counseling approach and attitude maintained by the student personnel specialist in charge of admissions. As it has been emphasized, our admissions philosophy is built around the student-centered, counseling approach and the utilization of a professionally trained counselor, most often referred to as a student personnel specialist. In our school the student personnel specialist has a unique role in assisting students to fulfill their needs in a way in which no other staff member functions. He serves primarily as a resource person with most of his duties centered around gathering information, analyzing this information, and disseminating it to those persons concerned. As no other staff member does, he, allegorically speaking, walks with the student from high school, through the campus, in the shops and classrooms, through the dormitory, and stays with him until the door of industry or business closes behind him. Even then, he peeks in occasionally to see how he is doing and how we did by him.

The psychological and philosophical principles upon which the student personnel specialist bases his behavior are simply to hold the student and his needs in constant regard. He "cares" about the student, and what happens to him. The student may be ignorant, backward, inexperienced, timid, or even dirty, but the student personnel specialist realizes that the future of our school, state, and country depends, not on what we take in, but on what we turn out. The personnel specialist must be able to help the student find dignity, worth, and respect in his own eyes, the eyes of his friends, and the eyes of society, and assist with instilling in him the enthusiasm to tackle, not only the current problems, but the unknown and future that pose a tremendous threat.

With these principles guiding our admissions philosophy, we sincerely feel that each individual who knocks on the admissions door is getting the very best service that can be provided by a residential vocational-technical school.

"WHAT ABOUT OUT-OF-SCHOOL EDUCATIONAL ACTIVITIES?"

by
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Traditionally, residential vocational-technical school administrators have verbalized the importance of out-of-school activities for their students. Regretfully, however, and just as traditionally, their support for dynamic, inventive, educational, or even ordinary but functional out-of-school activities programs has remained in large part at the verbal level. This points up a lack of commitment on the part of administration.

It is here hypothesized that commitment is real only when an idea or program is backed with enough money to adequately finance it. Hairs may be split about the level of the program, its staffing structure, lines of communication, and feedback devices, but basically speaking money and only money indicates commitment.

This principle can be applied to administration universally. When dollars are fewer than the projects that need financing, administration sets up an order of priority. Although verbal commitments may have been many and varied, the allocation of available money reflects the true commitment to a program or idea.

In looking at existing programs for out-of-school activities, it is clear that there is little commitment for them. Is this necessarily inappropriate? Maybe not. Despite the verbal support these programs have received in the past, maybe the lack of commitment is founded on a logical and truly economical base. Maybe out-of-school activities programs deserve the place to which most vocational-technical school programs have relegated them.

To find out we must answer the following question: "What is desirable in an ideal graduate of a vocational-technical program of high caliber?" Judging from theoretical appraisals and studies such as the one recently completed under the direction of the Milwaukee Technical College a definition might be: "The graduate should possess an adequate (hopefully excellent or outstanding) array of saleable skills and the ability to adjust to the world of work." Added to this is the implication that he should be capable of adjusting to the community at large and becoming a normally contributing member of that community. But this clarification of goal is still too vague. It must be further clarified.

Although lists are always subjective and the fuel to fire argument, the following list represents at least enough of a clarification to serve as a lead-in toward proving a point. The "ideal" graduate should have his (1) array of saleable technical or vocational skills, but he should also be able (2) to accept and adequately handle responsibility, (3) to tolerate usual frustrations, (4) to accept persons in authority, (5) to relate acceptably to co-workers, (6) to correctly appraise the system in which he is working and adjust to it, (7) to develop and maintain a proper attitude toward updating his skills and submitting to re-education, (8) to respect his physical health, (9) to provide on-the-job leadership, (10) to develop appropriate recreational outlets, (11) to perceive himself and his work realistically, (12) to take pride in achievements, (13) to contribute to the development of those around him, and so on, ad infinitum.

The crucial question now becomes: "How are these skills, attitudes, and personal characteristics taught?" In the classroom? By the instructor? From a chart? By real or simulated skill-testing experience? Certainly. But is it all taught in these ways? By these same people? And should it be taught in these ways exclusively? Obviously not. How can it be? The list includes many characteristics that do not lend themselves to formal learning situations. Other attitudes and characteristics were developed years before and now must be remolded or unlearned. How does one go about teaching respect for health? Or leadership? Or acceptance of those in authority? Or cooperation? Or frustration tolerance? Or appreciation of excellence? Or simple confidence in self for that matter?

It is here contended that most of these attitudes and characteristics are first of all necessary for our student to have attained in order for him to be considered truly "trained," and secondly, that many of them are best taught in an informal yet designedly educational program of out-of-school activities. The formal approach to the development of these attitudes and characteristics is in very large part ineffective.[5]

Even if formal learning experiences were quite appropriate, how many hours could be devoted to teaching them? There may be 35 hours of hard teaching in the normal school week. Most administrators verbalize that under modern pressures and in the face of geometrically expanding technology, it is all that can be done to teach the skill itself, let alone polish or remold the attitudes and personal characteristics admittedly so necessary to the "ideal" graduate of any program. The unusal way administration reacts to this problem is to tighten admissions qualifications--rejecting those potential students who have "improper" attitudes toward learning or "inappropriate" personal characteristics.

[5] Manipulation of group process (dynamics) in discussion, sensitivity training techniques, and other quasi-formal approaches are sometimes helpful but simply do not, of themselves, prove effective. Some hold that the students already have these attitudes and characteristics when they are admitted to our vocational-technical schools. Not only is this untrue of the students of the past--regardless of strict admissions procedures--but it is grossly untrue of today's students. Nearly all students have "gaps" in their development in these areas. Others are immature and their attitudes are changeable and impermanent. Most school administrators have observed a 16- or 17-year-old student whose attitudes and personal characteristics were satisfactory for a time and later deteriorated to the extent that the formal program could not reach him.

Not only are these days over for most educational systems, they were inappropriate to begin with. Many of those who were excluded for such reasons could have completed successful training programs if administration had taken a broader view of its educational mission and had substituted true commitment in place of verbal commitment.

Whereas there are possibly 35 weekly hours available for an educational program in "hard" formal teaching situations, there are approximately 75 weekly hours available for educational activities in an "out-of-school" activities program, if the residential school administration properly uses this time to help reach its educational mission's fulfillment. It is here contended that an out-of-school activities program in a residential vocational-technical educational program is a basic part of the educational program of that school. It should not augment it, or be supplemental to it, or a prized feature of it--it must be a definite part of the total educational program. Learning situations must be woven into it, staff time and money allocated to it. Are not social situations the fabric of life? Of work? Will graduates not be called on to make skilled personal judgments or be faced with replacement by machine? Have we not all stood up for experience as the best "teacher" in one way or another as a priceless part of our bedrock for being, for teaching by doing?

In a paper of this type, there is no more room for foundation building. The product hopefully sold by this introduction was the necessity--not helpfulness--of a dynamic, thoughtful, functional, educationally-designed program of out-of-school activities. From this point on in the paper, "out-of-school activities" programs will mean "out-of-school educational activities" programs, and will be abbreviated as "O.S.E.A. programs."

Let us now construct the skeleton of an "ideal" O.S.E.A. program. We construct only a skeleton in order to avoid the very real modern trap of attempting to "program" a system or structure that implies application to all types of residential vocational-technical educational programs. Detailed programming for all programs is obviously impossible and, therefore, foolhardy to attempt. A skeleton of ideas for administration to inventively adapt will be proposed instead.

Regardless of program size, there must be several administrative commitments in order for a truly outstanding and effective program of O.S.E.A. to be workable anywhere or any time--the lack of which will make the program unworkable anywhere, any time. They are:

1. Administrative Commitment (of Funds)
2. Staffing Considerations
3. Program
4. Facilities
5. Built-In Feedback Devices

Administrative commitment has already been commented upon above.

Staffing Considerations

As is true with all programs, staffing concepts are crucial. Regardless of the program structure, adjectives such as "energetic," "intelligent," "responsible," "self-motivating," "imaginative," "thoughtful," "personable," "reasonable," "appropriately educated," and "experienced," come immediately to mind when staff qualifications are mentioned. Of these, "self-motivating," "energetic," "imaginative," and "personable" are of high priority. Administrators have often emphasized some of the others. However, if the goal of the residential vocational-technical educational program is an outstanding program to produce an outstanding student graduate, then these four terms describing the O.S.E.A. program staff must receive the priority due them.

Staff accountability for the O.S.E.A. program is crucial. This must be built into the general program as solidly as, say, the number of credit hours, the length of the school term, or payday. It must be an outward sign of the administration's commitment to the fact that the O.S.E.A. program is an integral part of the educational offering of the school. The days of throwing the boys a ball are clearly over. Moreover, it must be clear to everyone that one individual is administratively responsible for the O.S.E.A. program. It must be a full-time position in all cases, and in some, there will be a need for full-time assistants.

There will need to be other staffing considerations in the "ideal" program of O.S.E.A. Such positions are: (1) the part-time paid specalist, (2) the part-time paid general staff member, (3) cross-time paid professional staff members, (4) volunteer staff members (advisory and participant), and finally (5) the "hidden" staff member, the short-term contracted professional paid consultant.

Depending on the programs selected for emphasis, as a part of the student's continuing educational experience, a part-time paid specialist might provide informal and possibly formal educational experiences in the O.S.E.A. program. He may be the physical education instructor who organizes and structures the whole physical education program,or he may be the swimming instructor.

The part-time paid general staff member assists the program director (the accountable staff member) in whatever duties--nearly always nonspecialized--are assigned to him. These general staff members of the O.S.E.A. program may well be fellow students working for partial remission of their fees or possibly students from a nearby college. Their primary role is to provide the raw energy for the rote aspects of the overall program.

The concept of cross-time paid professional staffing in the program is defined as "the contractual involvement in the O.S.E.A. program of those professional staff members in the general educational program whose primary role is outside the O.S.E.A. program." For example, the professional staff member accountable for the management of the culinary arts program might be required to work for a certain number of hours (percentage of his time) as, say, an organizer on the dance committee or intramural athletic coordinator. He would not bear full responsibility for a program, but would fulfill a definite assigned role within the administrative structure of the overall O.S.E.A. program.

This is not a new concept. It is, however, eminently functional in that it guards against the negatives of specialized education and preoccupation with one particular educational area, promotes the development of the whole student, and provides for a positive feedback device which indicates how each necessary specialty coordinates to produce a well-rounded student. Staff discussion provides a theoretical basis for the development of the whole student, but the use of the concept of cross-time paid professional staff brings that theory to the practical behavioral level.

In traditional programs, this approach would be looked upon as a challenge to the professional status of the teacher or other professional staff member. It is here contended that since the primary responsibility of any educator is to produce an educated person, the mere development of a manual vocational-technical skill or cluster of skills is to emphasize simply one facet of the whole person. The point to be made is that the emphasis of any educational program must be on the needs of the students and not the professionalism of the staff. The kind of professionalism necessary in today's world is that which produces the desired result, and in this particular case that result is continuing employment in the vocational-technical field for which the student has been trained, nothing more. It takes a whole person to achieve continuing employment, assuming normal economic conditions.

Under this topic of the employment of professional staff in the O.S.E.A. program must come still another administratively disagreeable concept--taking the form of a challenge to one of our most honored and security-giving socio-economic traditions--the eight-hour day and, yes, even the five-day week. This is a difficult pill for administration to swallow and for professionalism to resolve, but come it must. Hopefully the shattering of these traditions will be soothed by the pride of program achievement and the long-term satisfaction gained by producing students who are a head above the rest even though they were a shade below the students in other educational programs at the time of their admission.

Human nature and professional administration and education being what it is, there will certainly be problems. If administration is uncommitted to the obvious benefits of the concept of cross-time professional staff participation in the O.S.E.A. program, then ample reasons why such a staffing idea should not be implemented will be found; however, if administration is courageous enough to attempt its implementation, the rewards both to the students and to the administration (and staff) will be broad and satisfying. Time does not permit the complete structuring of such a concept in this paper, but let it be known that of all of the individual recommendations outlined here, this by far is the most promising and rewarding in the final analysis.

Continuing our "tour" of staffing positions on the O.S.E.A. program circuit, we now come to the volunteer staff members. Although traditional administration here again verbalizes firm commitment to the principle of volunteer participation, in practice it has often been weakly encouraged and developed, frequently functional only on paper or in the administrative chart and many times nonexistent. The virtue of active volunteer programs is not primarily energy, as is often believed, or even the obvious advantage of community relations, but the specialized type of feedback it generates--and at no expense except to the personal security of the staff regarding outside intrusion. A small price for such an important commodity.

An active volunteer program in the O.S.E.A. program is essential. In every urban area, there are not just specialists, but specialists who have ever increasing amounts of free time and lately an increased desire to contribute to the development of their fellow man. They can be asked to donate their energy and time as advisors in the program--even in program development or restructuring--or as actual volunteer contributors of energy and time. Concomitant advantages such as those mentioned above (energy, community relations, etc.) are added to the tremendous feedback advantages. The use of "toastmasters" programs, "trapshoot clubs," "dance clubs," and the literally dozens and dozens of others in this age of socialized and structured clubs (with each having its own pet project) is unlimited.

This brings us to the necessary and often forgotten (many times a Freudian forgetfulness) staff member, the "hidden" staff member, the short-term contracted O.S.E.A. program consultant. Regardless of the extensive feedback and cross-fertilization devices already built into this program, there is a need for regular evaluation. It is usually painless in well administered and student-centered programs, and always revealing. Just as we submit to regular physical check-ups at the hands of a trained physician--even though there are no symptoms of physical illness--so, too, the wise administrator arranges for regular check-ups for his O.S.E.A. program, realizing the extent of its impact on students and its potential for excellent educational use. The cost is comparatively small and the findings of the evaluation will prescribe the regularity with which evaluations should be made.

Program Considerations

Administrative commitment being basic and essential, staff being the basis of any good program--both considered above--we move on to an outline of programming ideas essential to any good O.S.E.A. program. The choice here is either to indulge in an outlandish amount of detail or speak to a loose organization of concepts, the latter winning out.

Most educational programs relate to two basic groups of students. Often expressed by age groupings, a more appropriate method of grouping them is to evaluate the level of emotional maturity of the students: those students still at the adolescent level and those who appear mature. This splitting of maturity levels is the basic ingredient of the O.S.E.A. program and the material sketched below builds on this base.

Programs should be provided as if on a continuum. There should be on-campus and off-campus activities, individual and homogenous group activities, competitive and noncompetitive, single sex and mixed sex programs. The intellectual levels of the students must be tied into the program along with grossly physical activities. Pure recreational programs should be offered along with therapeutic ones. Verbal programs should develop student potential and yet almost completely nonverbal activities must be available, as well as undertakings requiring concentration skills and low-key items.

But to provide programs like these without coordination or conscious educational planning is inappropriate. To be part of the overall educational program, as contended above, they must be structured and planned to meet the needs of the students and also planned in such a way that the students actually use the programs and, thereby, benefit from them.

Two more key concepts must be explored here: (1) student involvement in the O.S.E.A. program planning and (2) a program of evaluating the personal needs and skill needs of each student so that each may be encouraged to use those specialized activities of the O.S.E.A. program which store up his personal problem areas or develop his untapped potentials which could be helpful in his vocational-technical career area.

Always clear, but especially clear at this particular time in history, is the need for intelligent persons (in this case students) to become involved in planning for programs which deeply affect them. Indeed is it not a step on the road toward maturity to plan for one's self--a sign of maturity to responsibly plan one's time constructively? With this in mind, the students should play a major role in structuring their school's array of O.S.E.A. programs. In developing this in actual practice, the staff member who has accepted the accountability for the O.S.E.A. program will find--not to his surprise, if he has well chosen--that most of the vital program areas will be easily developed by the students themselves. Elaborate administrative structures for program development are unnecessary and to be avoided. On the other hand, it will be noted that such factors as student leadership, maturity level, interest area, fad factors, and special time and interest factors will cause programs to grow bright, then fade for a time, only to grow bright again as student groups pass in and out of the educational program. Student committees in the strict sense constitute a danger in that what begins as an ad hoc committee often fossilizes into a standing committee which in slow times "needs to be staffed" even though student interest, for the time being, is gone. Establishing activity lists from which students may choose and structure within loose administrative limits is the path of choice. Endless lists are available.

If the administration is sophisticated enough, on-going groups (committees) may be allowed to die out or "sleep" until reawakened by new student interest. But the key concept to be nurtured, guarded, protected, or fired up is the planning by the students themselves of their own O.S.E.A. program. Complications will certainly come, but at a time when technology has found a way for human life to touch the surface of the moon and return it is almost unnecessary to point out that these natural complications can be overcome with sensitive and responsive administrative activity.

To be educational in the pure sense of the term, the O.S.E.A. program must enhance the potential of the student in talent areas and also provide for his strengthening of those areas of his functioning which need strengthening in order for him--by our above definition--"to adjust in the world of work." But how do we determine which students need emphasis and expansion? And in what areas? Through individual evaluation of students.

Here again, detail in structuring the actual evaluation will cause confusion when clarity is called for. Just as evaluation of technical skill is an integral part of the formal "classroom" educational approach in any educational program, some form of attitude-personality-character evaluation must be completed for each student. The forms will and should vary with respect to administrative choice, strengths, maturity of students, and other factors, but the basic concept of evaluation is a necessity, not icing on the cake. A great number of possibilities can be listed: self-evaluation techniques, sensitivity group techniques if well planned, resident advisor opinion, staffings, standardized testings, interviewing approaches, sociograms, many others and myriad combinations of techniques. The evaluations should be somewhere in written form and shared not only with the key staff, but with the individual student, in most cases totally.

Each student should be counseled with respect to the type of O.S.E.A. activity which would be the most helpful in tempering him for his entrance into the world of work.

One of the most controversial and yet basic concepts to be included in any good O.S.E.A. program is to provide for the conscious establishment of a strong personal, trusting, human relationship between each student and an adult (usually a staff member) who can give him the personal counseling he needs in order to develop his potential. This is not an impossible assignment, although it may seem so to those who have a strong background in psychology and to those who can foresee the personality characteristics and attitudinal problems of our future students who will need training. A staff and volunteer array of every quality and type of relationship-provider should be available--from psychiatrist, through social worker, counselor, instructor and secretarial help, volunteer and maintenance personnel level. Students choose those with whom they want to relate on the basis of their own personal needs and not on educational or experience factors. This means that the goal of developing both a personal relationship and a "student evaluation plan" must have strong administrative commitment, wide promulgation, and acceptance on the part of staff. In short, this philosophy must be accepted by every paid and volunteer staff member as a definite part of the program goals. It also means that accountability must rest with some staff member for the development of this relationship of trust.

Part II - Supplemental Position Papers
"What About Out-of-School Educational Activities?"

Time factors must be a basic consideration in the development of the O.S.E.A. program. Each time of day, week, or season has its advantages and disadvantages which should be imaginatively exploited in keeping with the broad educational goals of the program and the individual needs of each student (as determined by the student evaluation process). Weekend activities, special holiday program choices, before school and after school time, vacations, and even free periods within the formal scholastic program should be intelligently "programmed." Traditional schooling may stop at 4:00 p.m., but the education of the student continues throughout his every waking minute. The important consideration is that the activity is planned and helpful to the student. It is easy in these modern, fast-moving, technological, nerve-frazzling times to forget that we are educating persons and not vocational-technical automatons.

Facilities

What facilities are necessary for an excellent program of O.S.E.A.? There are two schools of thought here. One presses for community-oriented, usually rented, ever-changing facilities with a minimum of brick and mortar, on-grounds facilities; the other school holds that since most programs are residential in nature, and year around, it proves both economically and administratively practical to develop most facilities on the grounds of the school, thereby cutting transportation costs and complications, allowing for day-night and weekend-holiday use and purer use of staff time. They point to communication advantages and the reality that many stores of equipment must of necessity be provided on grounds anyway; that donations of "brick and mortar" are not altogether rare. A hidden motivation is the usually unconscious but ever present quest to be identified with something of a lasting nature, and institutional building clusters lend themselves easily to this need.

The answer is naturally somewhere in between. Given the high mobility of our culture, the almost impulsive choice on the part of students for various activities, the prevalent reality of fads, and the ever increasing types of "recreational" activities, it would seem wise to locate our program of O.S.E.A. more toward the community-rental end of the continuum while keeping in mind that brick and mortar and on-grounds facilities need not be narrow or time-tied, but with modern engineering techniques quite flexible and indeed marvelously and ingeniously adapted to multiple uses. Certainly some rather extensive on-grounds facilities are necessary and factors such as geographic proximity to natural recreational and educational or urban areas will be factors just as the ages and interest areas of the students must be considered. A strong administrative committee laced with community advisors, as well as students, will steer the course as well as or better than any other group.

Feedback Devices

Feedback devices are many times ignored or underplayed. Special treatment is given to them here because of their importance to the continuing development of an excellent O.S.E.A. program.

As indicated, the concept of cross-time professional staff time as a contractual part of the job provides both feedback and stimulation toward outstanding programming. Personal trusting relationship development provides more, and volunteer participation on a specialized level even more. Student participation is another source, and from a professional standpoint the "hidden" staff member--the short-term contracted consultant--provides still another form of built-in guidance in program development. All of these are threatening to some extent--either to top level administration or to the accountable staff member--and may, in some cases, be downright distasteful to the board of directors or advisors, but all are necessary to the development of an excellent program. The conflicts that will naturally arise must be looked upon as opportunities for healthy discussion and growth and not just as difficult personality conflicts calling for appeasement or administrative command.

The discussion of feedback would be incomplete if postgraduation student evaluations were not mentioned. It is advantageous to require a final student evaluation from the O.S.E.A. staff about the gains, strengths, and weaknesses of the graduating student. It is even more advantageous to obtain student appraisal of the program both at the time students graduate and a certain length of time after they have been employed in their specialized skill area. Moreover, the comments of departing paid staff members and even selected volunteer staff could be a formal part of the feedback structure. All will lead to program excellence.

Comments

Certain ideas call for clarification or enunciation with respect to the development of the "ideal" program of O.S.E.A., yet have been passed over in the above comments or intentionally excluded for the sake of continuity.

First, excellence in leadership in program development always comes from the top down, administratively speaking. If the board or the program director or the departmental leadership do not provide the climate that promotes healthy communication and growth of effective, imaginative programs, these programs will simply not develop at all. An occasional bright light may appear, but it will soon be extinguished. The result will be reflected in the quality of the graduated students. Certainly, then, the board and director must provide themselves with their own feedback mechanisms in order to guard against this. In a few courageous programs, there is a practice in which the administrative director evaluates the board and the board evaluates the director, both evaluations being written. Such a program has more than a little merit. Keep in mind that one of the marks of leadership is scar tissue.

Second, there should be--always--at least one experimental project, formally structured for evaluation purposes, in operation in the area of O.S.E.A. (and in each other departmental area for that matter). When experimental programs are administratively required or encouraged, the natural talents of professional staff members are more easily loosened, since the staff can fall back on the "administrative requirement" and thereby protect their own professional ego if the experiment is not productive. How many excellent programs have never been begun because of a fear of failure, or a tacit pledge to the status quo?

Third, the manipulation of money is essential to successful adjustment to the world of work. Specific programs of student employment, job evaluation, payment, spending, and accounting should be built into any educational endeavor which has as its goal successful adaptation to the modern world.

Finally, it is disturbing to note the openness with which administrators acknowledge the lack of or "spottiness" of their O.S.E.A. programs and their incorporation of programs leading to the development of the whole student into their educational systems--the missing psychological tests, social work interviewing, or concentrated work with groups, and the lack of psychiatric consultation. Surely those who recognize with pride their own specialized competence can recognize that of others and relate it to the needs of their students.

Summary

The "ideal" program of O.S.E.A. is viewed as an integral part of the overall educational approach to the student's need for preparation for his successful operation in the modern world of work. It must have full commitment on the part of administration--commitment of adequate funds--imagination and accountability in staffing (especially cross-time professional staff use); student evaluation; personal relationship development; planned, creative programming with strong student participation, and extensive feedback devices built into it.

In operation, the program would include dozens of activities in operation at the same time--games, sports, hobbies, educational trips, social gatherings, both on and off grounds--with specialized staff members from outside the O.S.E.A. program working hand in hand with students and volunteers on weekends and in the evenings, according to a planned general approach to learning as an on-going phenomenon every waking minute, and an individualized plan for each student. Communication would be rampant, as well as learning, and learning opportunities would fill the gaps in student development and fit their needs at the same time. Courageous and inventive leadership and built-in feedback devices would provide constant stimulation for continuing excellence in program development.

"WILL I GET A JOB?"

by

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Introduction

Much has been written concerning the composition of an effective job placement center. Every school possessing a placement staff, every employer personnel worker, in fact everyone who has acquired work, is seeking work, or who is planning to seek work, will surely have many ideas as to what constitutes a good placement operation.

Previous seminars concerning residential vocational education have also submitted basic philosophies and objectives of placement as interpreted by educators and employer recruiters. It is not intended that this paper will repeat what has been presented so many times before. Rather, it is hoped that this report might fortify existing philosophies, expand on them and then, move on to mention some specific placement activities which may not have been covered previously.

Placement duties may cover a broad spectrum of activities. However, most individual acts performed may be classified under the headings of: (1) guidance, (2) placement, (3) public relations, and (4) follow-up. In the remainder of this presentation, each of the four categories will be discussed in some detail.

Guidance Activities

The guidance function is the most important service that a placement center may offer residential schools as envisioned by the 1968 Amendments to the 1963 Act. The counselor involved in this work will be successful if he helps the student understand his strengths and weaknesses, his likes and dislikes, and his immediate and long-range goals. Further, he should help the student know the range of jobs for which he has been trained, how to write a resume', how to write a letter of introduction, how to make an appointment, how to interview, and how to write a letter of acceptance or rejection for a job offer.

The placement counselor can also help the student analyze the jobs for which he is interviewing in terms of such questions as:

1. "Is this the type of work I want to do?"
2. "Will this job challenge my abilities and hold my interest?"
3. "What is my future on this job?"
4. "Will I receive training both initially and over the years?"
5. "Will I be able to work with the people who will be my co-workers, or work for and with the man who will be my supervisor?"

There are other guidance activities which an effective placement center will provide. The following are some activities with which the center will become concerned.

Guidance - New Student Orientation

It will be important that new students have early contact with placement center personnel in order that the services may be explained to them. Such information can be effectively relayed through the school's orientation program. Job descriptions, employment trends, salary information, and job characteristics (both good and bad) can also be presented at this early stage in the training of the student.

Guidance - Recruitment

Through their close contact with the world of work, it follows that placement personnel, with a counseling background, should have a good working knowledge of school programs, and thus are qualified to aid the school in promoting its high school relations program. Career days, special recruitment presentations, tours, and admissions counseling are all facets of the total program where the placement counselor can be most helpful.

Guidance - Graduate Orientation

Orientation of students approaching graduation will be needed. They must be acquainted with the need to establish credentials, to learn interviewing techniques, and how to analyze opportunities. This function may be handled on an individual basis, in small groups, by subject matter majors, or perhaps through a general assembly. Presentations can be covered in one session, several sessions, or, as is done in some schools, on the basis of a full semester course.

Guidance - Graduate Handbook

Supplements to graduate orientation can be handbooks, individual handouts, or similar illustrative material which the potential graduate can use for reference as he begins the next step in his career. Sample letters, resumes', do's and don'ts of interviewing, analysis of personal interests and skills, sources of employment opportunities, information on the military, civil service jobs, placement procedures, and ethics are all good topics for a handbook.

Placement Activities

The second major function of a placement center has to do with actual job placement. Perhaps it is the simplist of the four objectives. It is surely the most mechanical aspect and probably the easiest to implement.

To attain the goal of placement in a job, records and credentials become important media. Student scholarship records, instructor evaluations, and resumes' are obviously helpful to the employer, particularly when his representatives are recruiting at the school.

Placement Activities

The physical setting of the placement office complex is important. It should be well equipped, bright, cheerful, centrally located and staffed by pleasant, efficient personnel. It is the school's sales office and should reflect a positive image.

"Job fairs" might be promoted by placement personnel. It constitutes a method by which large numbers of employers may be introduced to graduates simultaneously. It gives all participating employers the opportunity to introduce their organization to anyone coming within view and, concurrently, gives the graduate a chance to explore many types of employment in a relatively short period of time.

Placement can take many forms, from the job-order-referral card method, to the employer-[illegible]ruiter method, to the individual solicitation-placement person method, which may be used occasionally under special circumstances.

Whichever placement method is used and whether it is applicable to full-time, part-time, summer, or any other type of work, one thing is certain--placement activities will be judged according to the percentage of successful job seekers or, from the employer's viewpoint, by the number of persons employed.

Public Relations

The third function of a placement center revolves around public relations. Perhaps any activity which provides information which promotes better understanding by the employer, faculty, and students can be considered as a form of public relations. It seems that several of the following activities fall into this category.

Public Relations - Advisory

Placement has a definite message for advisory committees. Statistical summaries of successes and failures of each committee's program can be provided. A global picture of labor needs and demands can be conveyed to such advisory bodies, thus enabling them to relate their personal wants to current situations.

Public Relations - Field Work

Field work is an extremely important function. Plant visitations, distribution of newly published brochures, catalogs, or updated salary studies and occasional telephone contacts are all a part of field work.

Public Relations - Publicity

Publicity is another part of public relations work. Regular articles in student newspapers, reports to students, to faculty, to employers and to counselors, contribute to the effort. Cooperative sharing of information with state and federal employment services, private agencies,

Public Relations - Publicity

urban leagues and other community agencies, can be productive. Consideration might also be given to coordinating summer jobs for teachers, acting as luncheon hosts for recruiters, and concerned teachers, during the hiring season and coordinating co-op programs.

Public Relations - Other Activities

Placement's objective in public relations is to function as the "middleman." The task is one of serving employer, employee, and faculty. The placement center introduces employers to the school and to its existing and new programs. It serves as a liaison for co-op and special part-time and temporary programs. It provides feedback to employers, faculty, and students regarding salary, scholarships and other information.

Follow-Up

The fourth concern of a placement center has to do with follow-up of students. Surveying both graduates and nongraduates brings information regarding job descriptions, salaries, geographic mobility, further schooling, and/or military experiences. It also provides insights into the effectiveness of training provided by the school. This information can then be fed back via a variety of media to prospective and current students, faculty, and concerned employer groups.

Summary

The four functions (guidance, placement, public relations, and follow-up) will be found in a dynamic placement activity. However, methods will vary with the type of educational program, skill levels of training, age of students, and size of student personnel and placement staffs.

A school's success depends upon its graduates finding satisfactory employment. The roots of success reach back to realistic student selection procedures which include an evaluation of the students aptitude and abilities.

On one final point, I might suggest that the most important single ingredient of an effective residential placement operation is involvement--with students, with faculty, with employers, and with community organizations that are supportive to the residential school graduates.

Part II - Supplementary Position Papers
"What Type of Vocational Programs Should Be Offered?"

"WHAT TYPE OF VOCATIONAL PROGRAMS SHOULD BE OFFERED?"

by

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The Need for a Variety of Instructional Programs

In the selection of instructional programs, these have been some of our concerns:

The range of student ability, interest, and prior training tends to be very great. Therefore, it is important in selecting programs to consider a wide variety to meet the needs of students and employers within the community or area.

Further, minority students have limited experience with the world of work in respect to its opportunities and demands. A variety of in-depth programs enable these students to explore without experiencing total failure or a need to transfer to another school.

In order to provide a balanced social program for all students, one should attract equal numbers of young men and women. However, it is often difficult to provide young women with an equal number of attractive training opportunities. Again, the variety of offerings for males and females can do much to maintain the desired balance.

Levels of Achievement Within Programs

We often see students who have interest in a specific vocational area, but who lack background, ability, or aptitude. An attempt should be made to assist these students to achieve at a level consistent with their ability. This can be done in almost any area. For example in needle trades one can train tailors, power sewing operators, drapery or slipcover personnel; in electronics one can train technicians, repairmen, checkers or assemblers.

Programs and Placement

Trade union assistance and cooperation are necessary in vocational programs that are highly unionized. This should be accomplished early in the development of such programs to insure credit in lieu of a portion of the apprenticeship.

The ease one has in placing graduates and the salary earned are significant factors in program selection. It should be recognized that ease of placement and salary are geographical variables.

Thought should be given to the future of each program offered.

Part II - Supplemental Position Papers
"What Type of Vocational Programs Should Be Offered?"

Programs That Are Production Oriented

It is generally felt that one of the reasons why students fail on the job is a lack of speed needed in production. The school and/or community can offer students production-type activities. The following are some of our programs and ways:

Food Service

The pressure of preparing thousands of daily meals provides production experience. This can be expanded to include school banquets and meals for special groups. In addition, restaurant experience can be obtained by utilizing the student union's food program as a part of food service training.

The kitchen and bakery as a production area will provide a variety of foods that can become more eye appealing and less expensive. It is important not to become bound by a master menu since this does not provide the flexibility needed to give students experience in preparing a variety of foods and bakery items.

Meat can be purchased in bulk to provide the carcasses necessary for training meat cutters in a production situation.

Needle Trades

In power sewing, students can gain speed and skill by producing uniforms for students and staff from the trade and technical programs, and the food service and medical fields. (These people are happy to wear comfortable uniforms which save their own clothing and this is an economical way of providing them.) By varying style, type of fabric, and color students get a broader experience than if only one or two basic patterns are used.

Students in a costume or tailoring shop can make their own clothing or sew for people from the community. Many department stores and fabric shops do not have sewing departments and refer fabric customers to the school. Care should be taken to provide equal service to all concerned stores. In dealing with the public, students experience a variety of work and problems of the trade. (Students who work for customers realize a small profit.)

Building Trades

In maintaining and remodeling a residential school, students can gain needed experiences as carpenters, electricians, masons, cabinetmakers, painters, decorators, plumbers, and to a limited extent, welders.

In addition, we should attempt to provide training in new construction by working with local contractors and union representatives. In communities where labor is highly organized, union leadership must be involved in organizing and operating programs. The contractors and unions can be an asset to the school if each understands what you are trying to accomplish and its importance to their organization. In this activity, the student is also made aware of how to become involved with labor unions when employed full-time.

Automotive

Students can be exposed to production situations since local customers are readily available. However, in developing the program care should be taken to establish relationships with owners of garages and dealerships. Arrangements may be made with garages to refer customers. Suppliers may be willing to provide parts at a reduced rate.

Refrigeration and Air Conditioning

It is more difficult to provide students with production experience in this program. However, most schools have refrigeration and air conditioning equipment which can provide the basics for training in service and repair.

Providing installation experience presents the greatest problem. One solution is to utilize students when adding or replacing such equipment in the school. In addition, arrangements may be made with construction firms or subcontractors to provide students with installation experience.

Printing

The school's printing needs supply sufficient opportunities to develop production skills.

Business

Students in business education can be assigned to various school offices and teachers for stenographic, clerical, and accounting needs. Some residential schools have banks where students gain experience as accountants, bookkeepers, tellers, etc. In conclusion, the student union affords training opportunities for young business students.

Cooperative Employment Program

Many communities offer employment opportunities to graduates. Whenever possible, in the final phase of training, a student should be permitted to spend half his time in an actual job situation. Cooperative employment programs must be utilized as an extension of the classroom and laboratory. Therefore, care should be taken in organizing the cooperative program so employers, students, and school representatives have participation and understand all conditions of employment. For example, care should be taken not to permit employers to encourage full-time employment or to provide limited training experiences. Further, cooperative programs should not be confused with after-school or weekend jobs.

Students' Contributory Work On Campus

Many students enrolled in our programs are fully funded through scholarships sponsored by governmental grants. However, students in a residential setting should contribute at least an hour of their time per day at supportive tasks. In addition, many students have never had work experience and a contributory work program provides an opportunity for them to experience employer/employee relationships in terms of supervision, responsibility standards, etc.

Summary

Essentially the programs offered in a residential vocational school must be selected in terms of:

- relevancy to employment and training opportunities in the community and area
- meeting the needs of the students in terms of their interests, aptitudes, and abilities

The involvement of employers and union representatives in the development and evaluation of programs can be of great assistance to school administrators. Providing these organizations with a meaningful role allows them to become real boosters of your program.

In conclusion, students need to contribute time and effort in supportive tasks on the campus of the residential school. For some it may be their first responsibility.

Appendix A
Instruction

TABLE I - VOCATIONAL OFFERINGS AT THE THIRTEEN SCHOOLS VISITED

	Comparable School Code					Supportive School Code							
	B	F	G	H	M	A	C	D	E	I	J	K	L
Agriculture													
Agriculture								x			x		x
Landscape	x		x	x									
Nursery			x										
Business													
Accounting	x	x		x	x							x	
Bookkeeping		x			x					x			x
Electronic Data Processing		x		x									
General Business		x		x		x	x	x		x			
Key Punch		x											
Secretarial	x	x			x								
Stenography		x			x								x
Typing	x					x	x	x		x		x	x
Food Service													
Baking		x			x			x			x		
Cooking					x			x					
Culinary Arts		x	x										
Food Service					x								
Hotel and Restaurant				x									
Meat Cutting					x			x					
Graphic Arts													
Art							x	x				x	x
Arts and Crafts						x	x		x	x			
Ceramics									x		x		
Commerical Art		x											
General Printing							x				x		
Letterpress		x			x								
Linotype					x								
Lithography		x											
Offset Camera and Platemaking					x								
Offset Press					x								
Photography	x												
Health													
Dental Assistant					x								
Medical Lab Assistant	x												
Practical Nurse	x												
Pre-Dental Assistant					x								
Pre-Practical Nurse					x								
Pre-Registered Nurse					x								

Appendix A
Instruction

TABLE I

	Comparable School Code					Supportive School Code							
	B	F	G	H	M	A	C	D	E	I	J	K	L
Home Economics													
Costume					x								
Home Decorations					x								
Industrial													
Appliance Service	x	x	x	x									
Auto Body	x	x	x	x		x	x						
Auto Machinist		x											
Auto Mechanic	x	x	x	x	x	x	x	x		x	x		x
Auto Parts		x	x										
Auto Service		x	x	x			x	x					
Auto Trim		x											
Boot and Saddle		x											
Building Construction		x											
Building Maintenance		x	x								x		
Cabinetmaking	x				x	x					x		x
Carpentry	x				x			x			x		
Concrete Construction		x						x					
Diesel Mechanic		x											
Drafting	x	x		x	x	x	x	x		x			x
Dry Cleaning	x	x						x					
Electrical Maintenance		x											
Electrical Motor			x										
Electricity	x		x		x	x		x					
Electronics	x	x			x	x					x		
Farm Machinery		x						x					x
Foundry						x	x						
General Drawing						x							
General Electricity						x							
General Metals						x				x			
General Woodworking						x	x		x	x	x		x
Heating, Air Cond., Ref.	x	x	x		x						x		
Heavy Equipment Operator								x					
Machine Shop	x	x		x	x	x	x				x		
Masonry	x				x								
Mechanical Technology	x												
Painting					x	x		x					
Plastics							x						
Plumbing		x			x			x					
Radio	x		x								x		
Sheet Metal					x						x		
Shoe Service	x	x									x		
Small Engine	x	x	x					x					
Soft Floor Laying						x							
Tailoring											x		
Television	x	x	x								x		
Tool and Die		x											
Upholstery		x				x							
Watch Repair	x												
Watchmaking, etc.		x											
Welding			x	x	x	x	x	x			x		

Appendix A
Instruction

TABLE I

	Comparable School Code					Supportive School Code							
	B	F	G	H	M	A	C	D	E	I	J	K	L
Personal Service													
Barber											x		
Cosmetology	x												
Miscellaneous													
Custodial								x					
Dorm Management					x								
On-the-Job Work Experience			x										

TABLE II - STUDENT BODY, STAFF, AND SERVICES - COMPARABLE SCHOOLS

Factors	B	F	G	H	M
Student Body					
Male.			X	X	
Coeducational	X	X			X
Population.	650	2562	1900	400	1080
Age Range	16-59	17-61	16-21	16-21	18-23
Grade Range	Ungraded	Post-high	Ungraded	Ungraded	13-14
Criteria for Admission. . .	Age Potential Physical	Average Potential	Grade level Disadvantaged No record	Age Disadvantaged Resident	High school graduate Race
Minimum IQ.	None	90	None	None	None
Minimum Achievement	None	None	Fifth grade Math, Read.	None	None
Accept:					
Emotionally Disturbed. . .	Yes	No	Yes	No	Yes
Educationally Retarded . .	Yes	Yes	Yes	Yes	Yes
Admissions Diagnosis:					
Staff.	Some	None	None	Some	None
Outside.	None	Yes	Yes	Some	None
Staff					
Chaplain.	None	None	None	None	None
Chaplain Trainee.	None	None	None	None	None
Counselor	FT	FT	FT	FT, PT	FT
Dental Assistant.	None	None	None	None	FT
Dentist	PT	None	FT	None	FT
Dietitian	FT	None	None	None	None
Health Technician	None	None	FT	None	None
Housing Supervisor.	FT, PT	FT	FT	None	None
Nurse	FT, PT	FT	FT, PT	FT	FT
Ophtalmologist.	None	None	None	None	None
Orthodontist.	None	None	None	None	None
Pharmacist.	None	None	None	None	None

Physician	PT	PT	FT, PT	PT	FT
Psychiatrist.	None	None	None	PT	PT
Psychologist.	None	None	None	PT	None
Psychologist Trainee. . . .	None	None	None	None	None
Recreation Leader	FT	None	FT, PT	None	FT
Social Worker	None	None	FT	None	None
Social Worker Trainee . . .	None	None	None	None	None
Speech Therapist.	None	None	None	None	None
Student Personnel Director.	FT	None	None	FT	None
Union Director.	None	None	None	None	FT
Services					
Infirmary on Campus	Yes	Yes	Yes	Yes	Yes
Student Work-On Campus. . .	Yes	Yes	Yes	Yes	Yes
Student Work-Off Campus . .	Yes	Yes	None	None	Yes
Graduate Placement.	Yes	Yes	Yes	Yes - SES[1]	Yes
Graduate Follow-Up.	Yes	None	Yes	Yes	Yes
Prerelease Evaluations. . .	None	None	Yes	Yes	None
Housing					
Dormitory	X	X	X	X	X
Cottage	None	None	None	None	None
Basis for Assigning Housing	Available space	Available space	Available space Vocation	Available space Training time Vocation	Date admitted Vocation
Student Government.	Yes	Yes	Yes	Yes	Yes

Appendix B
Student Services

TABLE III - STUDENT BODY, STAFF, AND SERVICES - SUPPORTIVE SCHOOLS

Factors	A	C	D	E	I	J	K	L
Student Body								
Male.		X	X	X	X	X	X	
Coeducational	X							X
Population.	2150	381	348	56	160	900	415	181
Age Range	12-23	12-18	4-19	12-16	11-17	9-18	12-19	13-19
Grade Range	1-12	Ungraded	1-12	Ungraded	6-11	4-12	7-12	9-12
Criteria for Admission. . .	Disadv. Age Race	Adjudicated delinquent	Delinquent Nondelin.	Character disorder	Problems Ave. IQ Physical	Age Homeless Potential Physical	College bound	Need Character
Minimum IQ.	None	None	80	80	85	None	105	None
Minimum Achievement	None	None	None	None	2 Yrs. of C.A. Grade Level	None	Grade C	None
Accept:								
Emotionally Disturbed. . .	Yes	Yes	Yes	Yes	Yes	No	No	Yes
Educationally Retarded . .	Yes	Yes	Yes	No	Yes	No	No	Yes
Admissions Diagnosis:								
Staff.	None	None	None	Yes	Partial	Yes	None	None
Outside.	None	None	None	None	Partial	None	None	None
Staff								
Chaplain.	None	None	None	None	None	None	PT	None
Chaplain Trainee.	None	PT	None	None	None	None	None	None
Counselor	FT	None	FT	None	FT	FT	FT	PT
Dental Assistant.	FT, PT	None	None	None	None	None	None	None
Dentist	FT	FT	PT	None	None	FT	None	PT
Dietitian	None	None	None	None	None	None	None	None
Health Technician	PT	None	None	None	None	None	None	None
Housing Supervisor.	FT	FT	FT	FT	FT	FT	FT	FT, PT
Nurse	FT	FT	FT	None	FT	FT	FT, PT	FT

Appendix B
Student Services

Ophtalmologist	None	PT	None	None	None	None	None	None
Orthodontist	PT	None	None	None	None	None	None	None
Pharmacist	PT	None	None	None	None	None	None	None
Physician.	FT	PT	FT	None	PT	PT	PT	PT
Psychiatrist	PT	PT	None	PT	None	None	None	None
Psychologist	None	FT, PT	None	PT	None	None	None	None
Psychologist Trainee . . .	None	PT	None	None	None	None	None	None
Recreation Leader.	None	None	None	None	None	None	None	None
Social Worker.	PT	FT	None	FT	FT	FT	None	None
Social Worker Trainee. . .	PT	PT	None	None	None	PT	None	None
Speech Therapist	None	None	PT	PT	None	None	None	None
Student Personnel Director	None	None	None	None	None	None	None	None
Union Director	None	None	None	None	None	None	None	None
Services								
Infirmary on Campus. . . .	Yes	Yes	Yes	None	Yes	Yes	Yes	Yes
Student Work-On Campus . .	Yes	Yes	Yes	Some	Yes	Yes	Yes	Yes
Student Work-Off Campus. .	Yes	Little	None	Some	Yes	Some	None	None
Graduate Placement	Yes	Some	Yes	None	None	Yes	None	None
Graduate Follow-Up	Yes	Some	Yes	None	None	Yes	None	None
Prerelease Evaluations . .	Yes	Yes	Yes	Yes	Yes	Yes	Yes	None
Housing								
Dormitory.	X	X		X	X	X	X	X
Cottage.		X	X		X	X		
Basis for Assigning Housing	Available space Mix ages Sex	Need	Available space Mix ages over 9	Maturity	Need Age	Need Age	Achievement Age	Grade Age
Student Government	Yes	Yes	Yes	Yes	Informal	Yes	Yes	Yes

Appendix C
Finances and Staff

TABLE IV - PER STUDENT FINANCIAL OPERATING DATA
COMPARABLE SCHOOLS

School Code	Annual Average Enrollment	Gross Operating Cost	Instructional Cost	Supplies and Expenses	Maintenance and Repairs
B	600	$ 1,641	$ 752	$ 404	$ 234
F	2,560	1,449	514	85	20
G	1,500	6,186	1,731	2,449*	700*
H	220	6,503	3,095*	603	840*
M	1,000	1,635	602	39	184
Totals	5,880	$ 17,414	$ 3,599	$ 1,131	$ 438
Averages	1,176	$ 3,483	$ 900	$ 283	$ 146

*Data eliminated as being too extreme.

TABLE V - PER STUDENT FINANCIAL OPERATING DATA
SUPPORTIVE SCHOOLS

School Code	Annual Average Enrollment	Gross Operating Cost	Instructional Cost	Supplies and Expenses	Maintenance and Repairs
A	2,100	$ 1,702	$ 530	$ 133	$ 144
C	380	5,503	1,159	973	606
D	348	2,650	900	--------	-------
E	50	6,307	1,400	989	773
I	120	11,035*	1,977	6,575*	830
J	900	3,600	-------------	--------	-------
K	400	2,838	599	988	267
L	180	1,549	394	321	53
Totals	4,478	$ 24,149	$ 6,959	$ 3,404	$ 2,673
Averages	560	$ 3,450	$ 994	$ 681	$ 446

*School I operates a service business in conjunction with its operations and does not separate costs; hence, this data not included in averages.

TABLE VI - PER STUDENT COST STUDENT HOUSING, FOOD SERVICE, AND STUDENT SERVICES - COMPARABLE SCHOOLS

School Code	Food and Lodging	Raw Food Cost Per Week	Medical and Dental	Recreation	Intramural Athletics*	Interscholastic Athletics	Social Services**
B	$ 402	$ 6.40	$ 12.00	$ 3.36	----------	$ 27.00	----------
F	670	10.75	3.92	4.00	$ 6.40	5.60	$ 8.97
G	833	14.24	250.00	400.00***	----------	-------------	680.00
H	1,982***	11.20	175.00	56.00	----------	-------------	----------
M	734	6.40	--------	5.10	60.00	4.00	----------
Totals	$ 2,639	$ 48.99	$ 440.92	$ 68.46	$ 66.40	$ 36.60	$ 688.97
Averages	$ 660	$ 9.80	$ 110.23	$ 17.12	$ 33.20	$ 12.20	$ 344.49****

*In most schools, this item is included in instruction.
**Separate cost data not available in majority of schools.
***Data eliminated as being too extreme.
****This item disregarded because of incomplete data.

TABLE VII - PER STUDENT COST STUDENT HOUSING, FOOD SERVICE, AND STUDENT SERVICES - SUPPORTIVE SCHOOLS

School Code	Food and Lodging	Raw Food Cost Per Week	Medical and Dental	Recreation	Intramural Athletics*	Interscholastic Athletics	Social Services**
A	$ 362	$ 5.77	--------	$ 20.00	$ 20.00	$ 20.00	----------
C	2,189	7.00	$ 205.00	103.00	----------	-------------	$ 405.00
D	--------	8.30	--------	--------	----------	-------------	----------
E	--------	13.50	--------	--------	----------	-------------	2,000.00***
I	2,118	11.50	--------	--------	----------	-------------	----------
J	--------	--------	--------	--------	----------	-------------	----------
K	1,054	9.45	72.00	22.00	3.00	60.00	8.00
L	443	6.25	32.00	6.00	----------	18.00	----------
Totals	$ 6,166	$ 61.77	$ 309.00	$ 151.00	$ 23.00	$ 98.00	$ 413.00
Averages	$ 1,233	$ 8.82	$ 103.00	$ 38.00	$ 12.00	$ 33.00	$ 207.00

*Most schools include this item in instructional costs.
**Most schools do not have separate cost figures for this item.
***Data eliminated as being too extreme.

Appendix C
Finances and Staff

TABLE VIII - LAND DATA
COMPARABLE SCHOOLS

School Code	Value Per Acre	Functional Land Area Per Acre Per Student	Total Acreage
B	$ 600	.06	335
F	2,000	.05	230
G	453	.068	850
H	--------	--------------------	-------
M	1,000	.6	600
Totals	$ 4,053	.778	2,015
Averages	$ 1,013	.195	504

TABLE IX - LAND DATA
SUPPORTIVE SCHOOLS

School Code	Value Per Acre	Functional Land Area Per Acre Per Student	Total Acreage
A	$ 398	.078	287
C	1,000	.26	210
D	--------	.43	4,100*
E	2,000	.80	40
I	3,000**	2.50	2,700*
J	1,500	.28	1,700
K	2,000	.32	296
L	1,500	.15	150
Totals	$ 8,398	4.818	2,683
Averages	$ 1,400	.602	447

*Schools D and I have extensive farm holdings not primarily concerned with instruction and, hence, are excluded from the averages.
**School I has land with valuable mineral rights and, hence, is excluded.

TABLE X - BUILDING CONSTRUCTION - COMPARABLE SCHOOLS

School Code	Type of Construction	Building Function	Total Sq. Ft.	Cost Per Sq. Ft.
F	Cement Block-Brick	Diesel Instruction	39,378	$ 8.83
F	Cement Block-Brick	Electronics Instruction	21,600	12.62
F	Cement Block-Brick	Automotive Instruction	33,600	8.05
F	Cement Block-Brick	Addition to Diesel Instruction	8,000	5.33
F	Cement Block-Brick	Culinary Arts Instruction	10,570	15.69
M	Brick Veneer	Business and Academic Instruction	35,049	16.23
M	Brick Veneer	General Shop Instruction	7,811	12.58
F	Brick Veneer	Director's Home	2,920	15.43
M	Brick Veneer	Student Union	24,032	24.06
B	Brick Veneer	Women's Dorm (200 Capacity)	39,339	9.09
F	Brick Veneer	Men's Dorm (250 Capacity)	55,212	15.18
B	Brick Veneer (Multi-Storied)	Administration and Instruction	10,077	15.16
F	Brick Veneer (One Floor)	Administration and Instruction	28,600	11.83

TABLE X I - BUILDING CONSTRUCTION - SUPPORTIVE SCHOOLS

School Code	Type of Construction	Building Function	Total Sq. Ft.	Cost Per Sq. Ft. of Construction or Total Cost (TC)
C	Masonry-Brick	Cottage (25 Capacity)	5,943	$ 33.65
D	Masonry-Brick	Cottage (36 Capacity)	-------	135,000.00 (TC)
D	Brick-Block	Gymnasium	-------	12.00
D	Brick-Block	Swimming Pool	-------	160,000.00 (TC)
E	Brick-Block	Gymnasium	-------	193,000.00 (TC)
E	Brick-Block	Classroom Building	-------	175,000.00 (TC)
E	Brick-Block	Transition Home	-------	102,000.00 (TC)
E	Brick-Block	Office and Guidance	-------	198,000.00 (TC)
E	Brick-Block	Faculty Dormitory	-------	115,000.00 (TC)
E	Brick-Block	Vocational Building	-------	15,000.00 (TC)
E	Brick-Block	Residence and Chapel	-------	670,000.00 (TC)
E	Brick-Block	Chaplain's Building	-------	82,000.00 (TC)
I	Brick-Block	Industrial Arts	13,800	35.00
I	Brick-Block	Cottage (10 Capacity)	-------	84,000.00 (TC)
K	Stone	Classroom	20,610	15.60
K	Brick-Veneer	Swimming Pool	38,668	9.00
K	Wood-Frame	President's Home	4,353	19.52
L	Cement Block-Brick	Health Center	1,052	16.50

TABLE XII - STAFF DATA - COMPARABLE SCHOOLS

School Code	Number of Employees	Number of Employees Per Student	Average Employee Turnover	Number of Students Per Teacher	Total Average Salary Cost Per Student	Fringe Benefit Cost Per Employee	5-Year Annual Average Increase in Salary and Fringe Benefits
B	88	.146	9.5%	15.0	$ 1,080	$ 773	10.0%
F	267	.105	4.7	28.1	760	500	13.5
G	676	.45	5.1	13.1	3,247	672	6.0
H	129	.587	16.0	5.9	3,933	----------	15.0
M	170	.017	--------	----------	----------	----------	----------
Totals	1,330	1.305	35.3%	62.1	$ 9,020	$ 1,945	44.5%
Averages	266	.261	8.81%	15.5	$ 2,255	$ 648	11.1%

TABLE XIII - STAFF DATA - SUPPORTIVE SCHOOLS

School Code	Number of Employees	Number of Employees Per Student	Average Employee Turnover	Number of Students Per Teacher	Total Average Salary Cost Per Student	Fringe Benefit Cost Per Employee	5-Year Annual Average Increase in Salary and Fringe Benefits
A	423	.201	13.3%	16.6	$ 1,206	$ 400	----------
C	217	.57	14.0	16.0	4,600*	1,207	9.0%
D	--------	----------	--------	11.5	----------	----------	----------
E	46	1.08	--------	6.25	4,700*	----------	----------
I	153	1.3	--------	6.67	----------	400	4.0
J	500	.55	--------	16.8	----------	----------	----------
K	103	.26	21.8	14.3	1,648	110	10.0
L	38	.211	12.4	14.0	1,300	1,264	----------
Totals	1,480	4.172	61.5%	102.12	$13,454	$ 3,381	23.0%
Averages	211	.596	15.4%	12.77	$ 2,691	$ 676	7.7%

*Schools C and E have extensive screening processes. However, they are included in the averages since the residential school described in the Vocational Education Act as Amended in 1968, will require similar services.

Appendix C
Finances and Staff

TABLE XIV - COMBINED STAFF DATA BY POSITION
COMPARABLE SCHOOLS*

Position	Number Currently Employed	Average Turnover	Average Salary
Administration	69	10.6%	$ 12,375
Supportive Staff	286	7.3	6,992
Teaching Staff	234	5.2	8,628
Social Services	13	5.0	8,706
Athletic	2	-----	8,610
Medical	37	16.9	8,491
Dormitory and Recreational	175	21.0	5,138
Kitchen	107	7.8	4,933
Maintenance	113	13.1	5,679
Miscellaneous	11	10.0	6,212

*School M is not included because the data is unavailable.

TABLE X V - COMBINED STAFF DATA BY POSITION
SUPPORTIVE SCHOOLS

Position	Number Currently Employed	Average Turnover	Average Salary
Administration	34	14.3%	$ 13,905
Supportive Staff	79	10.8	6,934
Teaching Staff	191	18.4	8,690
Social Services	36	27.9	8,195
Athletic	12	2.5	8,433
Medical	10	11.1	7,059
Dormitory and Recreational	223	17.2	6,129
Kitchen	65	12.5	7,967
Maintenance	103	9.3	6,557
Miscellaneous	22	9.8	7,389

Appendix D
Proposal

I. COVER PAGE

A. Title: "EVALUATION OF RESIDENTIAL SCHOOLS AND THE ESSENTIAL FACTORS WHICH CONTRIBUTE TO THEIR OPERATION"

B. Applicant:
Milwaukee Technical College
1015 North Sixth Street
Milwaukee, Wisconsin 53203

C. Initiator and Principal Investigator:
Dr. George A. Parkinson, Director
Milwaukee Technical College
1015 North Sixth Street
Milwaukee, Wisconsin 53203
(414) 271-4341, Extension 320

D. Assistant to the Principal Investigator:
Carlton A. Ericksen
Assistant to the Director
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Milwaukee, Wisconsin 53203
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E. Associate Investigators:
Alvin A. Altmayer
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Frederick E. Mueller, Instructor-Accounting and Business Administration
Milwaukee Technical College
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Robert O. Washington [6]
Counselor of the Disadvantaged
Milwaukee Technical College

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[6] Currently on leave of absence. University of Missouri, doctorate program, to return August of 1968.

Appendix D
Proposal

I. COVER PAGE

F. Transmitted: Dr. George A. Parkinson

G. Duration of Activity: July 1, 1968 - March 1, 1969

H. Total Federal Funds Requested: $67,370.00

I. Date Transmitted: March 15, 1968

March 14, 1968
Date

George A. Parkinson
Dr. George A. Parkinson, Principal Investigator and Contracting Officer

II. ABSTRACT

A. Title: "EVALUATION OF RESIDENTIAL SCHOOLS AND THE ESSENTIAL FACTORS WHICH CONTRIBUTE TO THEIR OPERATION"

B. Investigators:
Dr. George A. Parkinson, Principal Investigator
Carlton A. Ericksen, Assistant to the Principal Investigator
Alvin A. Altmayer, Associate Investigator
Frederick E. Mueller, Associate Investigator
Dr. Merrel R. Stockey, Associate Investigator
Robert O. Washington, Associate Investigator

C. Applicant:
Milwaukee Technical College
1015 North Sixth Street
Milwaukee, Wisconsin 53203
Dr. George A. Parkinson, Director

D. Federal Funds Requested: $67,370.00

E. Beginning and Ending Dates: July 1, 1968 - March 1, 1969

F. Purpose:

1. To study and evaluate a number of residential schools in terms of factors which have contributed to their successful operation.

2. To prepare guidelines which reflect the findings of the study and evaluation and which may be helpful in planning a model residential school.

3. To eventually have the guidelines tested against the experience of developing a model residential school.

G. Procedures:

1. The investigators, in cooperation with consultants, will select approximately ten residential schools for study.

2. The investigators and consultants will determine the factors to be studied, such as admission requirements and procedures, curriculum and instruction, special services including psychological and vocational guidance, administration and staffing, housing and recreation, financing, student placement, and follow-up procedures, etc.

II. ABSTRACT

G. Procedures:

3. The investigators and consultants will prepare guidelines for self-evaluation. These guidelines will be used by:

   a. selected schools which will be asked to complete and return the self-evaluation prior to scheduled visits.

   b. investigators who will use the self-evaluation as an introduction to selected schools. During on-site visits the team will study and evaluate, in depth, significant factors.

4. On-site visits will be made by the team of investigators.

5. Each investigator will center his efforts on a limited number of assigned factors using an approved outline during each interview. Further, the investigator will be responsible for preparing a written analysis of each factor studied.

6. The investigators will prepare intermediate reports on each site visited, and a final report reflecting the general consensus.

III. PROPOSAL

A. Problem:

As our economy moves through a period of rapid growth and development, a number of negative factors emerge. One such factor relates to persons who, because of their social-economic status, are unable to respond to rapid change. Therefore, they and their families may be faced with many problems which they neither have the will, strength, or knowledge to solve.

Also, it seems that our present institutions for rehabilitating youth have been placed in the position of "curing an ill" after the act or fact. Possibly this suggests identifying young people with problems at a much earlier age with help coming from special schools which, in addition to being vocationally oriented, become residential centers for young people during their formative years. For example:

> Cal Farley's Boys Ranch, founded in 1939, presently has a population of about 300 youngsters ranging in age from 4 to 17.
>
> Grant Venn suggests, "In the urban and large metropolitan centers, children as young as 13 or 14 could be enrolled in the schools and taught general education skills, as well as preparatory vocational skills. They could be helped before they become hardened in attitude and habit and inflexible in approach to their own problems."

We recognize that there are a variety of public and private residential schools in the country. For example:

Public	Private
Job Corps Center	Boys Town
Wales School for Boys	Boys Ranch
Mahoning Valley Vocational School	St. John's Military Academy
	Stevens Trade School

However, to give youngsters additional hope and training, additional residential centers will have to be developed for those who have the potential to become useful citizens.

Our experience in working with the disadvantaged youngster indicates that neither his home nor the traditional school that he attends has the capability of providing the specialized help

III. PROPOSAL

A. Problem:

that he needs. In our relationship with thousands of 14- to 18-year olds in the past 50 years, we have observed these reactions in varying degrees:

1. Feelings of Despair

It has been observed that these individuals have feelings of hopelessness and helplessness which permeate their lives. Reiner and Kaufman in their " Character Disorders in Parents and Delinquents " stated that many of the parents of these families endure deep feelings of depression. This leads to overt behavior that is an attempt to ward off or defer such feelings. They drink to excess, fight, become sexually promiscuous.

2. Feelings of Hostility

This is a characteristic we have been acutely aware of for many years. Our initial exposure to this facet of their behavior was in working with the compulsory age student; individuals who, in large numbers, are enmeshed in the type of family matrix we are discussing.

We find that these people have strong feelings of hostility which gain expression in one or more of three ways in a school situation. They will:

a. absent themselves from class,

b. attend class but act out their hostilities and disrupt the learning-teaching process, or

c. attend school but effectively tune out what the instructor is attempting to communicate.

The surface behavior is different in each case, but the feeding force is hostility.

3. Fear of Authority

These people have a fear of authority which goes beyond normal limits. They are apt to feel intimidated by people they construe as having even minimal powers over them. Schools and health and welfare agencies are viewed as possessing this characteristic. Therefore, such individuals have a distorted understanding of their relationships to the various agencies in the community. They will see them as operating punitively rather than as an agent of help and hope.

III. PROPOSAL

A. Problem:

4. Lack of Trust

The life experiences of the people under discussion have been highlighted by frequent experiences of rejection. As a consequence, they have acquired very limited trust in the actions and intentions of others. They have few friends and very little social group participation. They cannot trust employers, school teachers, school administrators, social workers, or any public officials. While they may be moved to express interest in the services of welfare agencies, they frequently fail to keep appointments and to follow through the plans made for them. This situation repeatedly confronts the counselor and he is called upon to literally lead some clients by the hand in order to insure that they receive the needed services.

The mistrust also derives from felt inadequacy to cope with the ordinary demands of adult life. They have had little opportunity to develop vocational, homemaking, or child-rearing skills and this lack brings criticism from others. As a consequence, they become averse to discussing their problems openly with those who would help them. Fear of criticism leads them to a denial of existing troubles.

5. Lack of Ego Development

In a population of this type, there will be occasional individuals who present a rather clear-cut picture of psychosis or a pre-psychotic condition. One will also see a sprinkling of rather severely neurotic states. A considerable number will be categorized as "character disorders." This group has suffered arrest in their emotional development. Many of their responses are characteristic of what we encounter in children more than they are of those expected in an adult. They find it extremely difficult to refrain from enjoying immediate gratification of their wants and needs. They have limited judgment and ability concerning the management of money. They are self-centered in the manner of the very young child.

Any investigation of training and residential centers throughout the country will have to consider ways of modifying these negative forces.

Appendix D
Proposal

III. PROPOSAL

A. Problem:

The degree of rehabilitation that a youngster may need suggests that the school be flexible. Some youngsters may need only specialized education, while others, because of their home environment, may require both education and residency.

Further, it is evident that superior teachers, who are interested and understand the culture of the poor, will be needed to support such a training center.

B. Objective:

Our objective will be to study and evaluate a variety of residential schools throughout the country in the interest of determining what factors have been essential in their operation.

From such a study, conducted by persons who have worked with disadvantaged youngsters, we propose to prepare a report which reflects the experiences that these organizations have had as their schools evolved.

C. Description of Activities:

The Milwaukee Technical College proposes to study a minimum of ten residential public and private schools in the interest of determining factors which contributed to their successful operation. We are suggesting visits to such schools as:

1. Boys Town
2. Boys Ranch
3. Mahoning Valley Vocational School
4. Job Corps
5. Others, as determined by the investigators and consultants for the project, including at least one coeducational school.

Some of the factors to be evaluated will include:

1. Objectives of the school
2. Admission requirements and procedures
3. Curriculum and instruction
4. Special services, including psychological and vocational guidance, which are provided
5. Administration and staffing
6. Housing and recreation
7. Financing
8. Student placement and follow-up procedures
9. Others, as determined by the investigators and consultants for the project

III. PROPOSAL

C. Description of Activities:

The investigators and consultants will develop guidelines for evaluation. The guidelines will be used as follows:

1. selected schools will be asked to complete and return a self-evaluation prior to scheduled visits.

2. investigators will use the self-evaluation as an introduction to selected schools. During the on-site visits, the team will study in depth the significance of selected factors.

The project's timetable follows:

1. July and August - Investigators will develop:

    a. self-evaluation instrument for residential schools

    b. training program for interviewers

    c. list of residential schools

2. September - Investigators will meet with consultants to approve:

    a. self-evaluation instrument

    b. schools to be visited

    Investigators will attend training program on interviewing methodology.

3. October, November and December

    a. selected schools will prepare and return to investigators the self-evaluation

    b. investigators will make on-site visits to selected schools

4. January

    a. The preliminary draft of the report will be prepared and submitted to the consultants and the U. S. Office of Education.

    b. Investigators will meet with consultants and communicate with the U. S. Office of Education concerning their reactions to the findings.

Appendix D
Proposal

III. PROPOSAL

C. Description of Activities:

5. February

The final report will be prepared and submitted to the U. S. Office of Education by March 1, 1969.

D. Use of Findings:

Our primary purpose is to identify factors which have had either positive or negative effects on the development and operation of residential schools as they evolved in the beginning, intermediate, or later stages. Such an evaluation will be useful in the development of several models of residential schools.

Further, it is planned that the model would have the capacity to become a training laboratory for students enrolled in schools of higher education, and who are preparing for service in schools of this type.

IV. PERSONNEL AND SCHOOL'S CAPABILITY

A. Personnel:

1. Investigators

   Dr. George A. Parkinson, Director, Milwaukee Technical College

   Carlton A. Ericksen, Assistant to the Director, Milwaukee Technical College

   Alvin A. Altmayer, Dean - Continuation School, Milwaukee Technical College

   Frederick E. Mueller, Instructor - Accounting and Business Administration, Milwaukee Technical College

   Dr. Merrel R. Stockey, Chief Psychologist, Milwaukee Technical College

   Robert O. Washington, Milwaukee Technical College

2. Consultants

   Six persons are to be selected. Recognized experience and knowledge concerning residential schools and associated problems will be a requirement.

   Consideration will be given to such persons as:

   Dr. Howard Becker, Northwestern University, Evanston, Illinois

   Dr. Louis J. Kishkunas, Assistant Superintendent - Occupational, Vocational and Technical Education, Pittsburgh Public Schools, Pittsburgh, Pennsylvania

   Dr. J. Kenneth Little, Co-Director - Center for Studies in Vocational and Technical Education, University of Wisconsin, Madison, Wisconsin

   Mr. Gavin Pitt, President - St. John's Military Academy, Delafield, Wisconsin

   Mr. Sanger B. Powers, Head - Wisconsin Probate and Parole Department, Madison, Wisconsin

   Dr. Fred Strodtbeck, University of Chicago, Chicago, Illinois

IV. PERSONNEL AND SCHOOL'S CAPABILITY

B. Capability:

The Milwaukee Technical College (formerly the Milwaukee Vocational Technical and Adult Schools) is presently composed of six divisions: Continuation, High School, Apprentice, Adult-Vocational, Technical, and Junior College. The composite represents one of the world's largest vocational-technical centers. Enrollment in 1966-67 reached over 37,000 in day and evening programs.

For over 50 years the school has been involved in the task of educating youth and adults for the world of work and citizenship. Today's offerings range from basic education for the illiterate to sophisticated post-high instruction for tomorrow's craftsmen and technicians.

Of importance to this project is our experience in working with disadvantaged youth who are under 18. Today's compulsory school law (enacted by the Wisconsin legislature in 1911) requires that the student attend a full-time public or parochial school until he has completed high school or becomes 18 years old. However, with the consent of parents and principal, the student has been able to transfer to the school's Continuation Division.

The Continuation Division, with an annual enrollment of 1,297 in 1966-67, emphasizes personal attention for each student through intensive guidance. This is followed by developing an educational and vocational training program tailored to fit his specific needs. Those with observable problems may become involved in group psychotherapy which is aimed at permitting the student to gain some insight and acquire techniques for readjustment. Our primary purpose is to improve work habits, attitudes, and the capability of entering the labor market. This is done through careful psychological orientation, team teaching, and group guidance.

In view of our historical background in the education and training of disadvantaged youngsters, we feel the personnel of this school are capable of conducting the proposed study.

V. BUDGET ESTIMATES AND METHOD OF PAYMENT

A. Direct Costs:	Fed.	TOTAL
1. Investigators (salaries 8 mos.)		
G. Parkinson, Prin. Invest. 25%	3,479	
C. Ericksen, Asst. to Prin. Invest. 50%	5,653	
A. Altmayer, Assoc. Invest. 25%	3,119	
F. Mueller, Assoc. Invest. 25%	2,529	
M. Stockey, Assoc. Invest. 25%	3,300	
R. Washington, Assoc. Invest. 25%	2,558	
		20,638
Travel Allowances (10 on-site visits)		
Transportation ($200 x 10 visits x 6 persons)	12,000	
Per diem ($20 x 4 da. x 10 visits x 6 persons)	4,800	
		16,800
2. Consultants (2 visits to Milwaukee)		
Planning (2 da. prep., 1 travel if necessary, 1 conference)		
Fees ($100 x 4 da. x 6 persons)	2,400	
Transportation ($150 x 6 persons)	900	
Per diem ($20 x 2 da. x 6 persons)	240	
Review of final report (2 da. prep., 1 travel if necessary, 1 conference)		
Fees ($100 x 5 da. x 6 persons)	3,000	
Transportation ($150 x 4 persons)	600	
Per diem ($20 x 3 da. x 4 persons)	240	
		7,380
3. Clerical (salaries 8 mos.)		
B. Boase, stenographer 25%	1,177	
A. Place, stenographer 25%	1,261	
Materials and supplies	100	
		2,538
4. Communications		
Reproduction of final report (400 copies)	800	800
TOTAL		48,156
B. Indirect Costs: (office space and auxiliary services) 39.9% of direct costs		19,214
GRAND TOTAL		67,370[7]

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[7] The above budget was revised to a grand total of $59,345 following negotiations with the U. S. Office of Education.

V. BUDGET ESTIMATES AND METHOD OF PAYMENT

C. Accounting Procedures:

Approved accounting procedures will be used. All project personnel work on a percentage basis and will verify, in writing on a quarterly basis, their time spent on this project.

D. Method of Payment:

The first payment of 50% of the contract ($33,685.00) is requested upon acceptance of the proposal by the U. S. Office of Education.

The second payment of 45% of the contract ($30,317.00) is requested at the time the final report is submitted to the U. S. Office of Education.

The final payment of 5% for the contract ($3,368.00) is requested after the project's final audit by federal auditors.

VI. APPENDED ITEMS

A. Communications Supporting Proposal:

Letter of February 29, 1968, by the Wisconsin Board of Vocational, Technical and Adult Education

Letter of February 20, 1968, seeking approval of school's indirect cost rate

B. Investigator's Responsibilities to Other HEW Proposals:

1. Approval Pending

Carlton A. Ericksen, Principal Investigator, "CAN YOUR EDUCATIONAL SYSTEM ACCOMMODATE CHANGE?" (A pilot institute concerning vocational education in large cities), submitted January 15, 1968.

2. In Progress

Alvin A. Altmayer, Project Chairman, "TO MOTIVATE LEARNING IN NON-HIGH SCHOOL GRADUATES THROUGH EXTENSIVE AUDIO VISUAL AIDS," approved September 6, 1967, to be completed.

Robert O. Washington, Consultant, "LEADING TO LEARNING," approved June 23, 1967.

Robert O. Washington, Consultant, "HOW TO HANDBOOKS," approved June 24, 1967.

3. Completed

Alvin A. Altmayer, Project Chairman, "GROUP COUNSELING WITH DISADVANTAGED ADOLESCENTS," completed August 15, 1967.

Alvin A. Altmayer, Project Chairman, "ACQUISITION AND DEVELOPMENT OF AUDIO VISUAL MATERIAL TO BE USED IN LEARNING RESOURCE CENTER," completed February 1, 1967.

Appendix E
Questionnaires

ADMINISTRATION AND MISSION SURVEY

The purpose of this survey is to determine the mission of your institution. We also hope to gain an understanding of your organizational structure which helps to implement goals. Please respond in the space provided.

1. List, in order of importance, the major objective(s) of your school.

   a.
   b.
   c.
   d.

2. Do you attempt to determine how well each of the above objectives (use above order) is being met? If yes, please indicate how.

   a. __Yes _No
   b. __Yes _No
   c. __Yes _No
   d. __Yes _No

3. List the factors, in order of importance, which you feel have contributed to your school's success relative to the objectives.

4. List the factors, in order of importance, which you feel have operated to deter success relative to the objectives.

5. Please answer the following questions relative to the participation of groups other than legally constituted governing boards (citizen advisory committees, parents' groups, etc.) to set objectives, evaluate objectives, criticize policy.

   a. Do you use advisory groups of this type? __Yes __No

   b. If yes, who constitutes the group and how are they selected?

   c. If yes, what functions does the group perform?

6. If possible, please provide us with a chart of your school's administrative organizations. (Please attach)

7. If possible, please provide a copy of your school's administrative policies and procedures. (Please attach)

TEACHER AND INSTRUCTIONAL SURVEY

Following is a list of questions designed to provide information regarding your teaching staff and supplementary educational services. Please check the appropriate lines or respond where indicated.

Teaching Staff:

1. **Number of classroom teachers (include shop teachers) ___ Average class size ___ Length of teaching day (number of hours) ___ Number of days per week _____**

   Typical teaching load: Number of classes ___ Number of different preparations ___

2. **What criteria do you consider most important in selecting your formal teaching staff? (List in order of importance.)**

   a.
   b.
   c.

3. **Are instructors required to have state licenses in:**

   Vocational Areas ___ Yes ___ No If no, what are minimum requirements?

   Academic Areas ___ Yes ___ No If no, what are minimum requirements?

   Other __________

4. **Do you have a teacher salary schedule? ___ Yes ___ No If yes, please indicate number of steps to maximum and levels of classification.**

5. **Do you require teaching staff to assume non-teaching responsibilities, such as dorm responsibilities? ___ Yes ___ No If yes, please specify.**

6. **What provisions do you have for upgrading your present staff?**

7. **Do you have teacher trainees from a teacher training institution? ___ Yes ___ No If yes, please evaluate this arrangement.**

Appendix E
Questionnaires

STUDENT SERVICES SURVEY

We are interested in gaining an understanding of the extent to which you supply a variety of auxiliary services to your student body. Following is a list which has been devised to reflect your practices in this important area. If this list does not include all of your offerings, please describe the additional services on the attached sheet. Please check the appropriate lines to indicate your answers to the following questions.

Student Information:

1. What is the composition of your student body? Male only ____ Female only ____ Coeducational ____
2. How large is your student body?
3. What is the age range in your student body? ____ to ____
4. What grade range does your program encompass? ____ to ____ or is it ungraded? ____ Yes ____ No
5. What are the criteria for admission to your school?
6. Is a minimum intelligence quotient specified? ____ Yes ____ No If yes, what level?
7. Is a minimum achievement level specified? ____ Yes ____ No If yes, what level?
8. Are emotionally disturbed youngsters accepted? ____ Yes ____ No
9. Are educationally retarded youngsters accepted? ____ Yes ____ No
10. Is a diagnostic evaluation for admission made? ____ Yes ____ No Is it made for all ____ for some ____ Other ____ If required, are the evaluations made by your staff? ____ Yes ____ No Or by an outside source? ____ Yes ____ No

Social Services:

1. Please list the nonteacher professionals (counselors, social workers, nurses, etc.) regularly available to work with your students. Indicate the number of each and full- or part-time in the space provided.

Type of Position	Number of Full-Time	Number of Part-Time

2. Is counseling or therapy available on campus? ____ Yes ____ No
3. Are pre-release evaluations made to determine probable fitness for independent functioning? ____ Yes ____ No If yes, are they made for all ____ or only for some? ____

Appendix E
Questionnaires

STUDENT SERVICES SURVEY

Health Services:

1. Please list the medical personnel available, indicating whether full- or part-time and whether the services are available on campus.

Health Services	Full- or Part-Time	On or Off Campus
____________	____________	____________
____________	____________	____________

2. Do you maintain an infirmary on campus? ____Yes ____No

Placement Services:

1. Do students work while in residence? ____Yes ____No On campus? ____ Yes ____No Off campus? ____Yes ____No

2. If yes for off-campus work, do you provide placement service for off-campus positions? ____Yes ____No Do you maintain contact with the employer during the employment period? ____Yes ____No

3. Do you maintain a placement service for graduates and/or others leaving the school? ____Yes ____No Do you attempt to maintain contact with the employer for a period of time following placement? ____Yes ____No

Housing:

1. Please indicate the types of housing available and the approximate percentage of students in each.

Housing	Percentage
Cottage-Type	____________
Dorm-Type	____________
____________	____________

2. On what basis are students assigned housing? (E.g., chronological age, availability of space on admission date, etc.)

3. Do you have a camp facility for groups of students? ____Yes ____No

Student Government:

1. In what ways do students participate in governing or disciplining themselves?

Appendix E
Questionnaires

FINANCIAL SURVEY

A feasibility study of residential schools must of necessity involve an appraisal of financial costs. This portion of our survey will be held in strictest confidence; no school will be identified. It will be very valuable to us if the respondents will report the capital and operational cost data as accurately as possible. In those cases, due to accounting policy, where exact data may not be readily ascertainable, an estimate should be reported. However, please indicate that the reported figure is an estimate by using the abbreviation "est." after the figure.

In order to achieve a measure of standardization in reporting the financial data, the following definitive guidelines should be used:

Capital Expenditure - involves all items of movable equipment, instructional equipment, shop, lab and farm equipment whose original cost exceeds $100 per item and whose ordinary life exceeds one year.

Supplies and Expense - are all items used up within one year or which have a value of less than $100 per item.

Wage and Salaries - are to be expressed in terms of annual wages and salary excluding all fringe benefits.

Fringe Benefits - are to include the institution's cost of pensions, health and welfare benefits, insurance, institutional housing, board, etc., for staff members.

Professional Administrative Staff - all professional administrators having no teaching assignment, acting in a supervisory capacity in conducting the academic and business affairs of the institution.

Supportive Staff - those employees engaged in clerical, stenographic, filing, etc., duties in support of the professional administrative staff.

Instructional Staff - all teaching personnel; full-time, part-time, lab assistants, etc.

Maintenance Staff - all employees engaged in servicing the building, grounds, and student accommodations.

Note.--To facilitate an appraisal of operational cost, please enclose the financial report submitted to your governing body for the past three years. An explanatory statement in support of your account classifications would be most helpful.

Appendix E
Questionnaires

FINANCIAL SURVEY

The following questions are designed to elicit specific financial and operating data from your records. Further details may be requested upon our visitation. If the answers to these questions are apparent from the financial report, please disregard.

I. Operational Budget:

A. What was your total gross operating budget for the following fiscal years? 1968 $____ 1967 $____ 1966 $____

B. What was the gross per capita cost per student for: 1968 $____ 1967 $____ 1966 $____

C. What has been your capital expenditures for the fiscal years? 1968 $____ 1967 $____ 1966 $____

D. What has been your supplies and expense expenditures for: 1968 $____ 1967 $____ 1966 $____

E. What has been your instructional program costs for: 1968 $____ 1967 $____ 1966 $____

F. What has been your maintenance and repair expenditures for: 1968 $____ 1967 $____ 1966 $____

G. What has been your student food and lodging costs for: 1968 $____ 1967 $____ 1966 $____

II. Institutional Income:

A. Listed below are sources of income. Please indicate the amount and percentage of total funds from each source as it applies to your institution.

	Amount	Percent of Total
1. Tuition	$ ______	______
2. Fees	$ ______	______
3. Government	$ ______	______
a. Federal	$ ______	______
b. State	$ ______	______
c. Local	$ ______	______
4. Endowment Income	$ ______	______
5. Sale of Products and/or Services	$ ______	______
6. Donations	$ ______	______
7. Others (Specify)	$ ______	______

Appendix E
Questionnaires

FINANCIAL SURVEY

III. Land and Buildings:

A. Land

1. Total Acreage ____________

2. What is the estimated current market value of your land?
$ ____________

3. What acreage is devoted to:

   a. Instruction and Administration ____________

   b. Student Accommodations ____________

   c. Athletics and Recreation ____________

   d. Farm ____________

   e. Others (Specify) ____________

   ____

B. Buildings

1. List the buildings constructed on your campus the past five years. Indicate air conditioning with an asterisk.

Type of Building (By function)*	Gross Sq. Ft. **	Cost Per Sq. Ft.	Type of Construction

2. What is the estimated current replacement value of all your buildings? $ ____________

3. What is your school's student housing cost per capita?
$ ____________

*
A multipurpose building should be indicated as such.

**
Gross square footage refers to the outside dimensions of the building times the number of floor levels.

FINANCIAL SURVEY

IV. Student Services:

A. Food Service

1. What is the weekly per capita food cost? $________

2. What percentage of the total food supply comes from:

    a. Purchase _____%

    b. Raised on School Farm _____%

    c. Federal and State Lunch Program ____%

    d. Donations _____%

B. Other Student Services

1. What is the annual per student cost for:

    a. Medical and Dental Care $ __________

    b. Interscholastic Athletics $ __________

    c. Recreational Programs $ __________

    d. Intramural Athletics $ ___________

    e. Social Services $ ____________

V. Student Financial Assistance:

A. Do you have a student financial aid program? ____Yes ____No

1. If yes, what are the sources of funds for student financial aid?

    a. Your Budget _____%

    b. Federal, State, or Local Governments _____%

    c. Philanthropic Organizations _____%

    d. Others (Specify) _____%

Appendix E
Questionnaires

FINANCIAL SURVEY

V. Student Financial Assistance:

B. Do you provide your students any of the following forms of assistance? ____Yes ____No If yes, please complete the following.

Type of Assistance	Annual Cost
1. Transportation To and From School	$ ________
2. Clothing Allowance	$ ________
3. Scholarships and Fellowships	$ ________
4. Free Room and Board	$ ________
5. Textbooks and Other Instructional Material	$ ________
6. Paid Employment	$ ________

C. Do you require all students to work as part of their financial assistance without compensation? ____Yes ____No

1. If yes, estimate the cost savings in your operational budget.
$ ______________

Appendix E
Questionnaires

STAFF SURVEY

Many institutions are experiencing difficulty in maintaining the staff complements as authorized in their Tables of Organization. The following is to elicit some information concerning your institution's staff situation. Please reduce all part-time positions to equivalent full-time positions. Do not include student part-time help, since this is covered in another section.

1. Please complete the following chart (list any individual only once in major capacity).

Occupation	Number of Authorized Personnel	Number of Actual Personnel	Number Hired Last Five Years	Number Left Last Five Years	Salary Range
Professional Administrative Staff					$
Supportive Staff					$
Teaching Staff					$
Social Services Staff					$
Athletic Staff					$
Medical Staff					$
Dormitory and Recreational Staff					$
Kitchen Staff					$
Maintenance Staff					$
Others (Specify)					$

2. List the fringe benefits paid by your institution on behalf of your employees.
____
____

3. What is the total annual cost of these fringe benefits? $ ________

4. What is the average annual increase in total salary and fringe benefits over the past five years? $ __________

5. If you provide staff housing and staff meals, what is the average annual cost per employee? $ __________

6. Are your employees represented by a bargaining unit? ___Yes ___No
If yes, which employees and what bargaining unit?